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ABSTRACT

This document examines two successful consortiums (Five Colleges, Inc., and Worcester Consortium for Higher Education) and relates their approach to that of the developing Blue Ridge Consortium. Emphasis is placed on background material concerning consortia, a profile of the Blue Ridge consortium, a description of two model consortia, the rationale for selecting the two models, methods used in this study, and a descriptive review of information gathered. (MJM)

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Julia M. Jacobsen
Jane C. Belcher

Consortia: Two Models Guides to Inter-College Cooperation

a study by

Jane C. Belcher, Ph.D.
Julia M. Jacobsen

sponsored by

The Latin American Institute

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Washington, D.C. 20014

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CONSORTIA: TWO MODELS
GUIDES TO INTER-COLLEGE COOPERATION

OUTLINE OF THE STUDY

INTRODUCTION

PURPOSE AND SCOPE OF THIS STUDY

BACKGROUND ON CONSORTIA -- Published accounts generally present composite pictures of numerous consortia rather than details of one or a few.

THE BLUE RIDGE CONSORTIUM -- A profile, history and the present stance of a developing consortium are presented as a basis for comparison with others.

THE TWO MODELS: FIVE COLLEGES, INC. AND WORCESTER CONSORTIUM FOR HIGHER EDUCATION -- These models were selected because of their many features comparable or applicable to Blue Ridge Consortium and because they have achieved a visible level of success.

THE RATIONALE FOR SELECTING TWO MODELS -- A developing consortium needs intimate understanding of all aspects of a few consortia to augment the type of general information available.

METHODS USED IN THIS STUDY -- Publications and informational studies were reviewed, activities and programs of Blue Ridge Consortium were outlined, representative personnel at the two model consortia were interviewed; these included directors, faculty, administrators, students, trustees, alumnae.

DESCRIPTIVE REVIEW OF INFORMATION GATHERED

TOPICS OF INTERVIEWS AND RESPONSES -- Five Colleges, Inc. and Worcester Consortium for Higher Education

- original motivation for cooperation
- steps taken to establish a consortium
- decision-making body and management
- impact of consortium on Board, administration, faculty and students
- impact on educational opportunities for students and faculty
- impact on libraries
- impact on business operations
- impact on individuality of participating institutions
- impact on attracting and holding students and faculty
- solution of transportation problems
- dissemination of information regarding the consortium
- making calendars and schedules compatible
- sharing of faculty
- possible economies and cost-effective benefits
- areas of most conspicuous success
- areas where cooperation is difficult or impractical
- pitfalls in cooperation
- projections for future

CONCLUSIONS

APPENDICES

INTRODUCTION

This study was undertaken to provide a better understanding of the values and problems of cooperation among colleges in relation to their academic programs and financial interests. How are consortia developed? What evidence exists to prove their worth? How are the problems of effecting change overcome?

It is hoped that this close look at two successful models will benefit the Blue Ridge Consortium (Lynchburg College, Randolph-Macon Woman's College and Sweet Briar College) in its formative and planning stages and will also provide a model for the Latin American Institute's developing interests in community education.

We wish to express our appreciation to the Directors of the Latin American Institute for sponsoring this study; to Presidents Carey Brewer, William F. Quillian, Jr. and Harold B. Whiteman, Jr. for approving our proposal to make the study; and to the many people at the Five Colleges, Inc. and Worcester Consortium for Higher Education who gave so generously of their time in interviews.

PURPOSE AND SCOPE OF THIS STUDY

BACKGROUND ON CONSORTIA -- Published accounts generally present composite pictures of numerous consortia rather than details of one or a few.[1]

The birthrate of consortia doubled between 1967 and 1970, and, according to the University Center Bulletin, 62 consortia involving 607 institutions are listed in the Directory of Voluntary Academic Cooperative Arrangements in Higher Education for the year 1971. These figures indicate that cooperation is proving an important key to solving the multiplicity of critical problems facing educational institutions today and, predictably, tomorrow. Reports on consortia, some of which are cited in this report, provide valuable information for those contemplating cooperative arrangements. We recommend two of these publications as being particularly helpful: "Consortia in American Higher Education" and "Putting Cooperation to Work."[1] A page from the latter is reproduced in this report on page 3, Exhibit 1.

THE BLUE RIDGE CONSORTIUM -- A profile, history and the present stance of a developing consortium are presented as a basis for comparison with the two models.

Nature of Participating Institutions

Partners in the Blue Ridge Consortium are Lynchburg College, Randolph-Macon Woman's College and Sweet Briar College. All are liberal arts institutions, granting the B.A. degree and offering majors in similar traditional disciplines or combinations of disciplines. Lynchburg College also offers an M.A. in Business Administration, in Physics and in Education.

(text continues page 4)

1. A list of sources of information which leads to other material is given at the end of this report. See Appendix A.

Exhibit 1

Making cooperation work

abstracted from "Putting Cooperation to Work", compiled by Barry Schwenkmeyer & Mary Ellen Goodman and available from Management Division, Academy for Educational Development, Inc.

Colleges and universities have a long way to go before they realize all the benefits of cooperation. There is little evidence to suggest that cooperation as it is now practiced is solving the critical problems which higher education faces. Or that it is easily accomplished. When a single institution cannot achieve internal coordination, the outlook for significant cooperation with others is bleak. Nevertheless educational, financial, social and legislative pressures are forcing institutions in this direction, and the message for the future seems clear: the colleges and universities which accept this challenge will stand the greatest chance of surviving and prospering in the years ahead.

How can a college president make cooperation work at his institution? The following general guidelines reflect the experiences of the consortium directors and college administrators queried by the Academy's researchers.

1 Clarify institutional objectives and priorities. These should determine the institutions with which a college joins forces, and the programs it supports.

2 At the same time, don't automatically reject a limited proposal in an area of secondary need from other cooperating institutions—*if* it can lead to more beneficial cooperation in the future.

3 Encourage students, faculty, and staff to see how cooperation can advance a particular project they are interested in. Their enthusiasm can be the most effective catalyst for further joint efforts.

4 Be prepared to back a commitment with action. Simply setting aside funds to support a consortium director will not guarantee results. A president must reward cooperation and discourage empire-building within his own institution—and live up to this ideal in his relations with other colleges and universities.

5 In return, require a consortium to justify the support it receives. Does it provide programs economically—programs the institution would otherwise be forced to provide alone or do without? If it supports "enrichment" or "extra" services, does the institution really need them, and can it afford them? Are they unavailable elsewhere?

6 When accepting (or requesting) large grants for a major joint effort such as a communications network, ask: Will it replace one way of doing something with a more efficient and effective method, or will it be largely an add-on? Will the benefits be great enough to merit support from institutional budgets if and when outside funds evaporate?

7 Don't anticipate that cooperative efforts will always show up in visible dollar savings. This can happen—in joint purchasing, for example—but evidence so far indicates that most savings are "negative," enabling a college to expand opportunity without a corresponding rise in costs.

8 When deciding to eliminate courses and allocate new degree programs among member institutions (areas in which potential benefits are usually matched by strong opposition), start with the high-cost, low-demand departments: advanced science courses, under-enrolled graduate programs, exotic languages.

9 Don't be afraid of starting small. Many first steps can set the stage for future growth without requiring a major commitment:

Publicize cooperative efforts already in existence. Don't overlook their appeal when recruiting students.

Motivate campus interest in what other institutions offer by exchanging information on lecture series and other events, or even by publishing a common catalog of all courses in a particular subject.

Examine existing single-purpose cooperative agreements to see if they could serve as the basis for expanded arrangements.

Begin to coordinate calendars. If a college is in the process of changing its own calendar, it can often easily adapt its new schedule to the schedule of other institutions at the same time.

10 Use cooperation to strengthen internal planning procedures as well as external relations. Standardized cost measures among institutions can highlight internal inefficiencies and improve operations. And, a group of institutions speaking with one voice can exert a greater impact on increasingly influential regulatory agencies than any one could by acting alone.

11 Finally, consider the unique qualifications of a multi-institutional organization to support such innovations in higher education as external degrees, work-study programs, use of the community as a learning resource, and greater coordination of the high school-college experience.

Lynchburg College is coeducational, while the other two are almost exclusively women's colleges. Lynchburg College and Randolph-Macon Woman's College are about five miles apart, surrounded by primarily residential areas of the City of Lynchburg, while Sweet Briar College is rurally situated in Amherst County, about 16 miles from each of the others. Randolph-Macon Woman's College and Sweet Briar College have student bodies of about 750 each, while Lynchburg College has about 1500 students. Students at all three institutions represent a broad geographic spread, though Lynchburg College tends to have relatively more students from the southeast, including many day students.

Major Milestones in Chronology of Cooperation

In the early '60's the consortium received a grant from the Ford Foundation to support a joint program in Asian Studies, coordinated by a single director. A faculty seminar conducted each year of the three-year grant period brought faculty together from a variety of disciplines in the three colleges. It was during this period that the three colleges adopted a policy of allowing cross-registration in courses. In practice, exchange of students has been very limited, with more between Lynchburg College and Randolph-Macon Woman's College than between Sweet Briar College and either of the others. This reflects the failure of the colleges to publicize the policy, and deal effectively with the problem of transportation.

In 1965 a planning grant from the Old Dominion Foundation resulted in the establishment of the Educational Computer Center on a consortium basis. During the first years of operation it served administrative needs of the three colleges, and with expanded capabilities provided by a National Science Foundation grant in 1971 it became more readily available for academic usage. The latter grant also supported joint faculty seminars for training in academic use of the new time-share computer.

The instances of cooperation have been managed on an ad hoc basis, i.e., without legal instruments formalizing the consortium. Fiscal responsibility for joint projects is rotated among the three colleges. Along with these there have been other, less elaborate areas of cooperation such as the sharing of library resources, the services of a psychiatrist and a Coordinator of Government Relations.

In January of 1972 the Inter-College Planning Committee was established (see page 5, Exhibit 2). Represented on the committee are members of the administrative and teaching staffs of the three institutions, rotating on an annual or biennial basis in a pattern insuring participation by key administrative officers and representatives of the various academic divisions. This committee receives and generates ideas for educational improvements, economies and cost-effective advantages which could be achieved better on a consortium than an individual basis. The group has appointed ad hoc sub-committees for performing particular tasks (e.g. Library Committee, Calendar Committee, Administrative Procedures Committee). It also makes recommendations to the three presidents and to other appropriate administrative officers. As a result of this committee's efforts, plans are crystallizing for sharing library holdings and purchases, making the three colleges' schedules and calendars compatible, taking advantage of sabbatical leaves and retirements for improving educational opportunities through sharing of personnel and establishing uniform administrative procedures in some areas. In addition,

(text continues page 6)

INTER-COLLEGE PLANNING COMMITTEE
AUTHORITY AND OPERATING PROCEDURE

In January, 1972, an Inter-College Planning Committee was established to consider matters of mutual interest to the three colleges and to suggest and detail ways and means for cooperation among the colleges.

The make-up of the Committee was designed to provide representation from every sector of the college community: the Deans, Financial Officers, Development and Public Relations Officers, and the faculties by groups of disciplines; e.g., Sciences, Social Sciences, Arts & Humanities. The make-up was further designed so that each member represents his counterparts on all three campuses. One-year terms for administrative officers and two-year terms for faculty members ensure continuity. The Representatives will be replaced by a representative from the next college in alphabetical sequences.

The Committee structure is attached.

The Coordinator of Government Relations would serve as Coordinator and Secretary of the Committee, since this office is a cooperative effort of the three colleges. The Dean currently on the Committee shall serve as Chairman.

The goals of the colleges are singly and jointly to improve the quality of instruction, provide an effective program and operate in a financially sound way in order to sustain a faculty of the highest caliber to accomplish the fir st two goals. To assist in reaching these goals the objectives of the I-CPC are:

1. To strengthen each college through cooperative resource sharing, and exchanging information.

2. To accomplish the first objective in a way that will insure more effective use of funds and wherever possible economy.

3. To ensure cooperation in ways that will enhance and preserve the individuality of each institution.

The Committee is expected to develop new ideas and proposals and to research, review and act upon requests and suggestions from the Presidents and from faculty and staff. The Committee will develop recommendations for the Presidents on all matters referred to it or ideas generated by the Committee.

In the process of reaching its objectives, the Committee will operate in this manner. Each Committee Member will consider himself as representing his counterparts in all three institutions and will take appropriate action to consult, inform and get the consensus of his colleagues on matters before the Committee. In matters of concern to a particular office or sector of the colleges, the counterparts of the Committee Member will be asked to meet with the Committee. This will apply to the Deans, Treasurers, Development and Public Relations Directors, Librarians and any individual with a project in process of being formulated or implemented. The Committee shall be expanded on an ad hoc basis at the request of any member or the President. This procedure will ensure involvement and communication with people in decision-making positions in their own institutions and those with ideas and plans to project.

The Committee, in addition to generating ideas and reviewing proposals of others, will act as staff to the Presidents in advising and facilitating the operation of any approved proposal. Approved recommendations will be sent directly to those who are to carry out the project over the Presidents' signatures. The results and actions will be channeled back through the Committee for report to the Presidents.

The Presidents' approval of projects and directives for action provides the committee's operational authority. The I-CPC will then send recommendations directly to the affected college officials on routine matters. When higher direction is required, the I-CPC will draft identical communications for each president to send to his own subordinate offices.
8/8/72

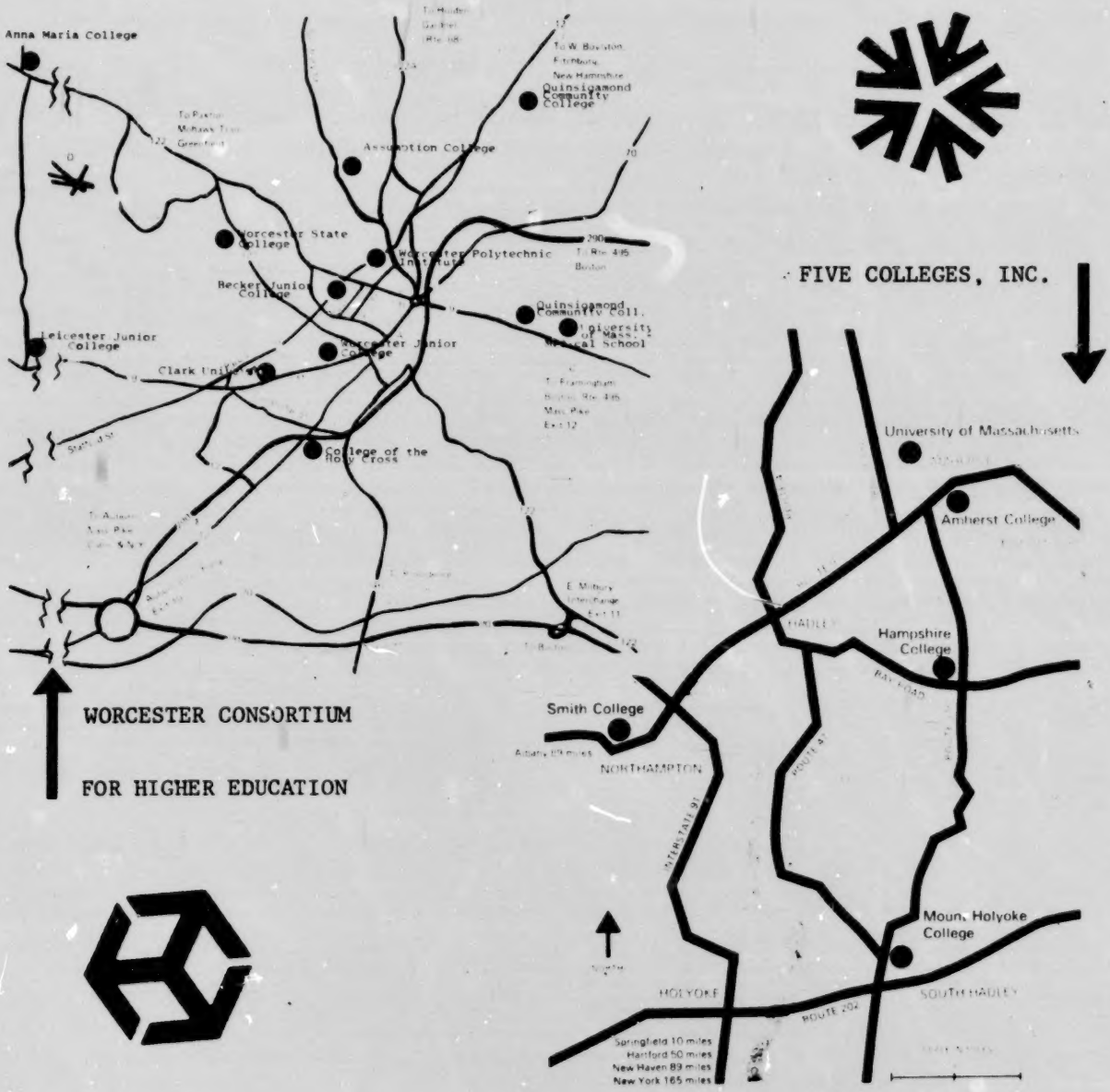
ways of effecting economies through joint purchasing and other devices are being considered. The consortium has also succeeded in securing financial help from government agencies and foundations to support some of its joint ventures.

Present Stance

The accomplishments summarized above, particularly those of the past three years, provide what seems convincing evidence that the colleges would profit educationally and economically from more extensive cooperation (e.g. cross-registration, sharing of faculty and courses). In spite of progress in some areas (sharing library strengths, joint purchasing), changes seem discouragingly difficult to achieve in others. It is generally simpler to effect changes where things are involved, far more difficult where people are involved. The most conspicuous impediment to sharing of faculty and cross-registration in this phase of the consortium's development seems to be the lack of compatibility between the 3 colleges' calendars and schedules. No proposal for solving the problem has yet emerged from committee deliberations, much less gone to the faculties and administrative officers for approval. There have been joint meetings of faculty of the same discipline to discuss ways of improving educational opportunities for all students and also ways of effecting economies. Though many ideas have sprung from the meetings, the only ones which seem immediately feasible are, again, those involving things, not people. The sharing of laboratory equipment, audio-visual aids and reference material, for instance, can be accomplished easily; taking advantage of sabbatical leaves, retirements and resignations to produce departments which complement each other and broaden and strengthen educational opportunities will be far more difficult to achieve.

The better part of a year was spent developing a plan for a program in environmental studies on a consortium basis; this would have involved the kinds of sharing suggested above. The two funding agencies which studied proposals for supporting the program ultimately did not approve them, primarily because there was no specific plan for decision-making to effect the proposed changes. There has been, however, some progress toward establishing the kind of consortium envisioned in the rejected plan, but at this juncture guidance is needed from those who have traversed the same path: How have other developing consortia effected change? What was their decision-making process? How did they establish priorities and the sequence of steps toward the goal? How did they solve the "thing" problems and the "people" problems? How did they involve students in the planning process? How did they protect the integrity and individuality of the member institutions? Which of the consortia studied would most closely compare with the "Blue Ridge" colleges in type of setting, personnel, and problems, and thus serve as guides? The present report is essentially a product of this quandary, and is presented with the thought that this study of two models may ease the labors of other developing consortia.

THE TWO MODELS: FIVE COLLEGES INC. AND THE WORCESTER CONSORTIUM FOR HIGHER EDUCATION. These models were selected because of their many features comparable or applicable to the Blue Ridge Consortium and because they have achieved a visible level of success.



These two consortia are in a part of the country which has symbolized leadership in education for generations, and each includes institutions comparable to those in the Blue Ridge Consortium in philosophy, size and type of students. One is well established and has been observed with interest and admiration throughout its development; the other, though relatively new, is already attracting attention because of its innovations, imaginativeness in design and forward-looking philosophy.

The operation of the two models is influenced by the geographical relationships between member institutions and their varied academic natures. The institutions making up Five Colleges, Inc. form a triangle with Amherst College, University of Massachusetts and Hampshire College clustered near the northern angle, Mt. Holyoke College 12 miles south of Amherst, and Smith College at the western angle, 8 miles from each of the other angles as the crow flies, but almost 12 miles from Mt. Holyoke by the bus route.

Making up the Worcester Consortium for Higher Education are 11 colleges, all within the city limits of Worcester, some within a stone's throw of each other (see maps page 7). The member institutions of this consortium are: Anna Maria College, Assumption College, Becker Junior College, Clark University, College of the Holy Cross, Leicester Junior College, Quinsigamond Community College, University of Massachusetts Medical School, Worcester Junior College, Worcester Polytechnic Institute, Worcester State College. This consortium, furthermore, is affiliated with 9 associate members: the Worcester Foundation for Experimental Biology, Worcester Art Museum, American Antiquarian Society, Old Sturbridge Village, Craft Center, Worcester Science Center, Worcester Historical Society, Worcester County Horticultural Society, and the International Center of Worcester.

Five Colleges, Inc. has more homogeneity among its constituents than does the Worcester Consortium. The former consists of three relatively small and traditional liberal arts colleges, namely, Amherst for men, Smith and Mt. Holyoke for women; one experimental college, Hampshire, which is new, coeducational and was created de novo by the other three in 1965 (and opened to students in 1970); and finally the University of Massachusetts, a giant in comparison with the others, combining the various schools and undergraduate and graduate programs characteristic of state universities. The heterogeneity of the Worcester Consortium is clearly evident when one observes that its members could be classified as private or public, sectarian or non-sectarian, technical-vocational or liberal arts or mixed, single sex or coeducational, 2-year or 4-year, college or university, large or small, etc.

From the standpoint of longevity of consortia, Five Colleges, Inc. was one of the country's pioneers in such a cooperation, while Worcester is still in its infancy.

It would seem at first glance that Blue Ridge Consortium, on the basis of similarities in numbers and kinds of member institutions, could profit much more from the experiences of Five Colleges than from those of Worcester. In many respects this is proving true, but in some ways the Worcester experiment will be of particular value: It has recently gone through some of the same phases of establishing a consortium which the Blue Ridge Consortium is now experiencing; its progress in inter-college and interdisciplinary cooperation has been speeded by projects in environmental studies similar to those contemplated by the Blue Ridge Consortium; and, finally, its inclusion of affiliates suggests intriguing possibilities to the Blue Ridge Consortium, since within the Lynchburg area can be found the Central Virginia Community College, the Lynchburg Training School and Hospital, the Jones Memorial Library and several public libraries, the Lynchburg Fine Arts Center, the Lynchburg Historical Society, a chapter of the Virginia Archaeological Society, L'Alliance Française, and several organizations recently formed to protect environmental quality.

THE RATIONALE FOR SELECTING TWO MODELS -- A developing consortium needs intimate understanding of all aspects of a few consortia to augment the type of general information available.

Examination of two consortia discloses parallels and bases for comparison which complement the ideas and information gained from a general study of many consortia. It becomes apparent that even in the early stages of planning such factors as timing, priorities, synergistic interplay between parts of the whole, alternate routes to specific goals and possible pitfalls are of vital significance, not only in defining objectives but in maintaining effective performance of the institutions during phases of transition to a formal, cooperative operation (see Exhibit 3, pages 10 and 11).

METHODS USED IN THIS STUDY -- Publications and informational studies were reviewed, activities and programs of Blue Ridge Consortium were outlined, representative personnel at the two model consortia were interviewed; these included directors, faculty, administrators, students, trustees, and alumnae.

The first step in the study was an assessment of activities and problems of the Blue Ridge Consortium. As noted earlier it has become apparent through experience with Asian Studies, the Computer Center and the sharing of certain facilities and expenses that the three colleges have prepared a solid foundation for establishing other cooperative ventures. The primary stimulus to explore such ventures continues to be a desire to offer a richer education to students at the three colleges. Facing the future realistically, these colleges know that values of the liberal arts cannot be taken for granted; they must be tested with the standards and skepticism of a new era and enriched by syntheses emerging from today's dramatic and disturbing social revolution. The ferment marking this era has opened new and exciting educational frontiers between disciplines, between institutions, and between institutions and the communities which surround them. A frightening feature of the times is a decimation among the country's small, independent, liberal arts colleges as a result of their failure to compete effectively with state-supported and vocational institutions. Survival itself depends on adjusting the institutions to the challenges of a new age. Only those with unusual vigor and imagination will survive to continue the long tradition of contributing to tomorrow's scholarship and leadership in all fields of activity.

Influenced by these various considerations it seemed that some of the goals of the three local colleges and the mechanics of reaching them could be achieved together more effectively than individually. Confidence in this conclusion was strengthened by past and current accomplishments as cooperating partners, the desire of many of the teaching and administrative staff to extend the areas of cooperation, and the determination of all three institutions not only to survive the present critical time but to discover through adversity itself new sources of strength. The three colleges were particularly sensitive to the previously noted criticism of certain of their projections, namely, that however good the educational plans were, the mechanisms for insuring cooperation, making decisions and bringing about changes were weak or non-existent.

The second step in the study was a review of literature describing other consortia (see Appendix A). The literature, as previously observed, stressed problem-solving at a variety of institutions rather than the gradual

(text continues page 12)

PROFILE OF CONSORTIUM

Exhibit 3

Name of Consortium: Blue Ridge Consortium — Location: Lynchburg, Virginia — Number of Members: 3

Lynchburg, Randolph-Macon Woman's and Sweet Briar Colleges

Table 1. Name of Institution	Number of Students	Men	Women	Number of Faculty	Purpose/Type of Degrees Awarded	Public	Independent	Church Affiliated	2 yr - 4 yr - graduate	Affiliate Membership	Calendar Coordinated	Schedule Coordinated	Maximum Distance in Circuit	Lapse time - class period plus transit	Co-op Computer	Co-op Library	Joint Purchasing
Lynchburg College	1,033	x		107	BA,BS,MAT,MBA,MS		x		4+		o	o	25 mi.	3 hr.	x	x	
					Physics												
Randolph-Macon Woman's College	787		x	70	BA, MS Chem.		x		4+		o	o					
Sweet Briar College	751		x	75	BA		x		4		o	o					
TOTAL	3,138			261													

Name of Consortium: 5 Colleges Inc. — Location: Amherst, Massachusetts — Number of Members: 5

Table 2. Name of Institution	Number of Students	Men	Women	Number of Faculty	Purpose/Type of Degrees Awarded	Public	Independent	Church Affiliated	2 yr - 4 yr - graduate	Affiliate Membership	Calendar Coordinated	Schedule Coordinated	Maximum Distance in Circuit	Lapse time - class period plus transit	Co-op Computer	Co-op Library	Joint Purchasing
Amherst	1,223	x	o	151	Undergraduate		x		4		x	x	14	3hrs.		x	
Hampshire	1,000	x	x	90	Undergraduate		x		4		x	x				x	
Mt. Holyoke	1,837	o	x	208	Undergrad. ~~BA/MA~~		x		4+		x	x				x	
Smith	2,595	o	x	243	Undergrad. BA/MA		x		4+		x	0				x	
University of Massachusetts	24,493	x	x	1,411	Undergrad. Ph.D.	x			4+		x	x				x	
TOTAL without Univ. Mass.	6,655			679													
TOTAL with Univ. Mass	31,148			2,090													

PROFILE OF CONSORTIUM

Exhibit 3

Worcester Consortium for Higher Education

Name of Consortium: Location: Worcester, Massachusetts Number of Members 11

Table 3

Name of Institution	Number of Students	Men	Women	Number of Faculty	Purpose/Type of Degrees Awarded	Public	Independent	Church Affiliated	2 yr - 4 yr - graduate	Affiliate Membership	Calendar Coordinated	Schedule Coordinated	Maximum Distance in Circuit	Lapse-time - class period plus transit	Co-op Computer	Co-op Library	Joint Purchasing
FULL MEMBERS																	
Anna Maria College	580	o	x	58	BA, BA Music,			x	4		x	x	15	1:40	x	x	x
					BS Med. Tech.												
Assumption College	1,384	x	x	160	Undergrad. Liberal			x	4+		x	x			x	x	x
					Arts AB & MA												
Becker Junior College	400	x	x	24	Career Training &		x		2		x	x			x	x	x
					Transfer/AAS												
Clark University	3,080	x	x	204	Graduate and		x		4+		x	x			x	x	x
					Undergrad.												
College of the Holy Cross	2,451	x	o	181	Arts & Bus. Admin			x	4		x	x			x	x	x
					Pre-Prof. U dergrad												
Leicester Jr. College	250	x	x	20	Liberal Arts &		x		2		x	x			x	x	x
					Bus. Admin.												
Quinsigamond Community	3,687	x	x	150	AA AS	x			2		x	x			x	x	x
U. of Mass. Medical School	1o			-	Med. school -Bio-	x			grad		x	x			x	x	x
					Chem.-Grad.studies												
Worcester Junior College	1 608	x	x	110			x		2		x	x			x	x	x
Worcester Polytechnic Inst.	2,381	x	x	160	Science/Engineering		x		4+		x	x			x	x	x
					Assoc. in Humanities												
Worcester State College	3,058	x	x	189	Teacher Educatio.	x			4		x	x			x	x	x
TOTAL	18,187			1,262													
ASSOCIATE MEMBERS																	
American Antiquarian					Research facilities		x						15 m.	1:40		x	x
Craft Center					Ceramics/environ.		x									x	x
					credit thru consort.												
Old Sturbridge Village					Research &		x										x
					Grad. Study												
Worcester Art Museum					BA Arts & Fine		x										x
					Arts thru Clark U.		x										x
Worcester Foundation for					Medical research		x									x	x
Experimental Biology																	
Worcester Historical Society					Museum research											y	x
					facility												
Worcester Science Center					Research facility		x									x	x

development of any single consortium. Feeling the need of first-hand information of both viewpoints it was decided to visit Five Colleges, Inc. and Worcester Consortium for Higher Education to interview faculty, administrators and students. Those interviewed were selected (a) because of the nature of their positions, or (b) by members of the "a" group to help round out information, or (c) from personal acquaintances. The "a" group included the directors of the two consortia, one college dean, chairman of the Board of Overseers of one college, president of an alumnae club, director of a specific inter-college program, one director of admissions, and one director of development. Chosen for the "b" group were an assistant to a president, four deans and one librarian. Personal acquaintances who were interviewed included professors of chemistry, English and mathematics and three undergraduates. One day was spent interviewing people off-campus. Two days were spent in the Amherst area and two in Worcester, meeting people on campus at Five Colleges, Inc. and Worcester Consortium.

INTERVIEWS

Institution	Title	Relation to Consortium
Smith	Chairman of Board	Alumna of Smith-advocate of consortium
Smith	Pres. Wash. Smith Club	Alumna of Smith-advocate of consortium
Five Colleges, Inc.	Coordinator	Director of Consortium - reports to 5 Presidents/ Boards/Directors of cons.
Smith	Assistant to President	Representative to cons., management committee (deputies) of consortium
Smith	Librarian	Library Cooperative Com. of consortium
Mt. Holyoke	Professor of English	Has students in exchange
Mt. Holyoke	Professor of Math.	Has students in exchange/ computer usage-graduate studies
Mt. Holyoke	Dean of Admissions	Uses as admissions attraction
Mt. Holyoke	Dean of Studies	Five College Latin American studies-clears students for off-campus courses
Mt. Holyoke	Professor of Chemistry	Students in exchange, graduate professor
Hampshire	Professor of Biology	Environmental studies for consortium
Amherst	Dean of the College	Member of "Deputies" committee give direction to activities
Amherst	Student	Applied for off-campus course
Hampshire	Student	Enrolled in off-campus courses
Worcester Poly	Dean of the College	Advisory and approval of exchange
WPI	Director of Consortium	Coordinates all activities
Quinsigamond	Academic Dean	
Clarke Univ.	Development Officer	Concerned as fund raiser
Mt. Holyoke	Development Officer	Aware, not particularly involved
Mt. Holyoke	Student	Wants to enroll in off-campus course

The kinds of information sought in interviews fell, in general, under the headings:

original motivation for cooperation
steps taken to establish a consortium
decision-making body and management
nature of impact of consortium on: Board, administration, faculty and student body; educational opportunities for students and faculty; libraries; business operations; individuality of participating institutions; attracting and holding students and faculty
solution of transportation problems
dissemination of information regarding the consortium
making calendars and schedules compatible
sharing of faculty
possible economies and cost-effective benefits
areas of most conspicuous success
areas where cooperation is difficult or impractical
pitfalls in cooperation
projections for future.

DESCRIPTIVE REVIEW OF INFORMATION GATHERED

THE TOPICS OF INTERVIEWS listed in the preceding section on METHODS are treated in connection with Five Colleges, Inc. first, then with Worcester Consortium for Higher Education.

FIVE COLLEGES, INC.

Original Motivation for Cooperation

From the time of their founding Smith College, Mt. Holyoke College and Massachusetts Agricultural College (later to become University of Massachusetts) were assisted to some degree by faculty of Amherst College. The occasions of successful cooperation among the four institutions early in the century led rather inevitably to their uniting in more formal ways to perform particular tasks. During World War I they became, as a unit, a vital resource in western Massachusetts for certain community programs; this paved the way for other projects such as pioneering in educational radio programs, and later in educational television programs. Exchange of faculty and library materials has had a long history, and student exchange began in a small way in the 1930's. Presumably it was the tangible evidence of benefits from sharing which led these institutions in 1956 to consider a formal program of cooperation in a variety of spheres. Deliberations of a committee representing the faculties of the four institutions resulted in 1957 in the creation of a consortium and the appointment of its first coordinator. The name of the consortium became Five Colleges, Inc. when the new college, Hampshire, began in 1965. Now, in 1973, it is safe to say that all facets of the academic and administrative spheres of the five institutions as well as their programs of community service feel the impact of the new arrangement. The original motivation for cooperation, i.e. enhancing educational opportunities for students and for the community, is still the chief goal which guides the consortium; administrators, however, are quick to note that the cooperative arrangement has also answered the

past decade's cries for relevance, action, mobility, variety and the other gender as a one-sex college.

Few consortia have had the advantages inherent in a long and gradual evolution such as that enjoyed by Five Colleges, Inc. A more accelerated establishment of a cooperative arrangement under the host of current pressures may tend to obscure the chief reason for cooperation, improvement of education. Nowhere is this Five Colleges' commitment to education more apparent than in its willingness -- or eagerness -- to share its experiences and permit younger consortia to profit from its own past successes and difficulties.

Steps Taken to Establish a Consortium

The faculty committee appointed in 1956 explored and assessed possible new areas of cooperation, and its recommendations resulted in joint appointments in some departments, the establishment of joint graduate programs, cooperative area study programs, and, in 1957, the appointment of a coordinator to administer all of the cooperative programs. "New College Plan," a 1958 report prepared by a four-college committee, recommended "the establishment of a fifth college, centrally located to take advantage of resources at the existing institutions and experiment in new educational concepts which might prove valuable to them. Hampshire College, founded in 1965, is the outgrowth of that committee's recommendation." Formal steps in incorporation resulted this same year (1965) in establishing "Five Colleges, Inc.," under whose aegis all aspects of the evolving cooperative programs now proceed.

Decision-making Body and Management

Governance of the corporation, involving decision-making, administration and financing is accomplished through the activities of a Board of Directors, the Coordinator, and Deputies of the Presidents. Through more informal groupings of institutional representatives many ideas of significance to the corporation are generated, screened and presented to the formal bodies for consideration and possible action.

The Board of Directors consists of the five Presidents, the Chancellor of the University of Massachusetts and the Coordinator who is responsible to the Board. If one member cannot attend the regular monthly meeting this meeting is canceled (in the case of University of Massachusetts either the President or Chancellor may represent the institution.) The fact that meetings are rarely canceled is ample evidence of the members' estimate of the consortium's importance to the welfare of their respective institutions. A glimpse of the other side of the coin was revealed by several of those interviewed when they remarked that the success of the consortium depended absolutely and unequivocally on the commitment of the Presidents and the force and enthusiasm with which they demonstrated their commitment. The Board formulates cooperative plans, considers suggestions from the Coordinator, the Deputies and other groups, and makes all major decisions.

The Deputies of the Presidents (one representative from each college, appointed by the President) hold meetings twice monthly to discuss and screen plans and programs, and to make recommendations for action to the Board.

One very important source of ideas for the consortium is the Five College Academic Policy Advisory Council, made up of one faculty member representing the chief educational policy committee of each campus, the Deputies and a student representative from each campus. The council hears informational reports from each campus and initiates inquiries on further applications of the cooperative concept to academic and extra-curricular affairs.

The generation of ideas for new programs or improvement of existing programs often comes from other groups which serve but are outside of the formal decision-making apparatus described above. Department chairmen from the five colleges representing particular disciplines or groups of allied disciplines meet periodically with the Coordinator to discuss course offerings, areas of relative strength and weakness, and duplications and gaps; on occasion they propose plans for using the consortium arrangement to strengthen educational opportunities. An example of recent moves stemming from discussions of this group is an appointment made by the corporation of a specialist in pre-Columbian art to teach part time on each campus; the need for such a specialist was recognized but it represented a luxury which no single college could afford. Other groupings, such as deans, business officers and registrars, meet when problems of their offices suggest possibilities of more satisfactory solutions on a cooperative basis. More will be said of faculty seminars but it should be noted here that these seminars frequently produce ideas for other cooperative efforts promising intellectual enrichment to the students and faculty.

The Coordinator, since he meets with all groups and represents the corporation rather than any one college, is the key to the flow of ideas, the sustaining of interest and the administration of the entire operation.

Though no formal body exists through which faculty and student views can be expressed and conveyed to the governing body, the Academic Policy Advisory Council and the Five College Student Coordinating Board seem to serve this function adequately. The generation and flow of ideas probably depend heavily, also, on the unceasing efforts to publicize all of the cooperative programs.

Impact of the Consortium on Board, Administration, Faculty and Student Body

The Coordinator's claim that everyone connected in any way with the educational or administrative processes in the five colleges is well aware of the operation and opportunities of the cooperative arrangement was supported by the responses of those interviewed. Since the colleges' Boards of Directors must officially approve the organizational structure of a consortium and the principles governing its operation their involvement has been integral since the inception of Five Colleges, Inc. The present study, though not exhaustive, suggested that enthusiasm and support varied among the functioning units of the institutions, being strongest among members of the governing board and administrators, particularly presidents, business officers and deans, less strong among faculty. The students, with their comparatively abbreviated experience of the situation, tend to take the consortium for granted along with all of the other opportunities provided to them. No negative attitudes toward the principle of cooperation were detected though, as will be noted later, particular

situations or proposals within the program have met with some resistance. It was claimed more than once by administrators at the four liberal arts colleges that they enjoyed the best of both worlds, the advantages of the small college coupled with those of a university.

The impact of cooperation is probably felt least by the faculty except for those who are involved in joint faculty seminars, those who, as department chairmen, are active participants in cooperative planning, and those involved in joint academic programs. The faculty in general seem to enjoy the increased heterogeneity of students provided by cross-registration. The presence of a university in the consortium means that a few faculty have the benefit of participating in graduate programs, or the satisfaction of coordinating undergraduate programs with those at a familiar graduate school. Opportunities for professional contacts within a discipline have multiplied as a result of cooperation, an advantage appreciated particularly by faculty who are likely to feel isolated in small departments on small campuses.

Resistance or hostility of faculty to cooperation arises, in general, from particular situations suggesting threats to job, vested interests, or to the authority or prestige of departments or individuals. An example of such a situation was the plan to drop a department on one campus because of low enrollments; such a move would obviously eliminate teaching positions. An important function of the Deputies is to try to balance offerings, avoid duplications, and spread expertise among the five colleges, and according to one informant their success has been only moderate because of these fears of the faculty. Cooperation between counterpart departments on different campuses is more easily achieved when they enjoy relatively equivalent strength and prestige on their respective campuses. A special problem arises in connection with major programs, since many departments prefer that their own majors take all courses counting toward the major at the home institution. Interestingly enough it has been discovered that the faculty's willingness to make curricular changes is strongly influenced by student pressures; these pressures have often proved a decisive force in achieving results initially described among the consortium's objectives.

Impact on Educational Opportunities for Students and Faculty

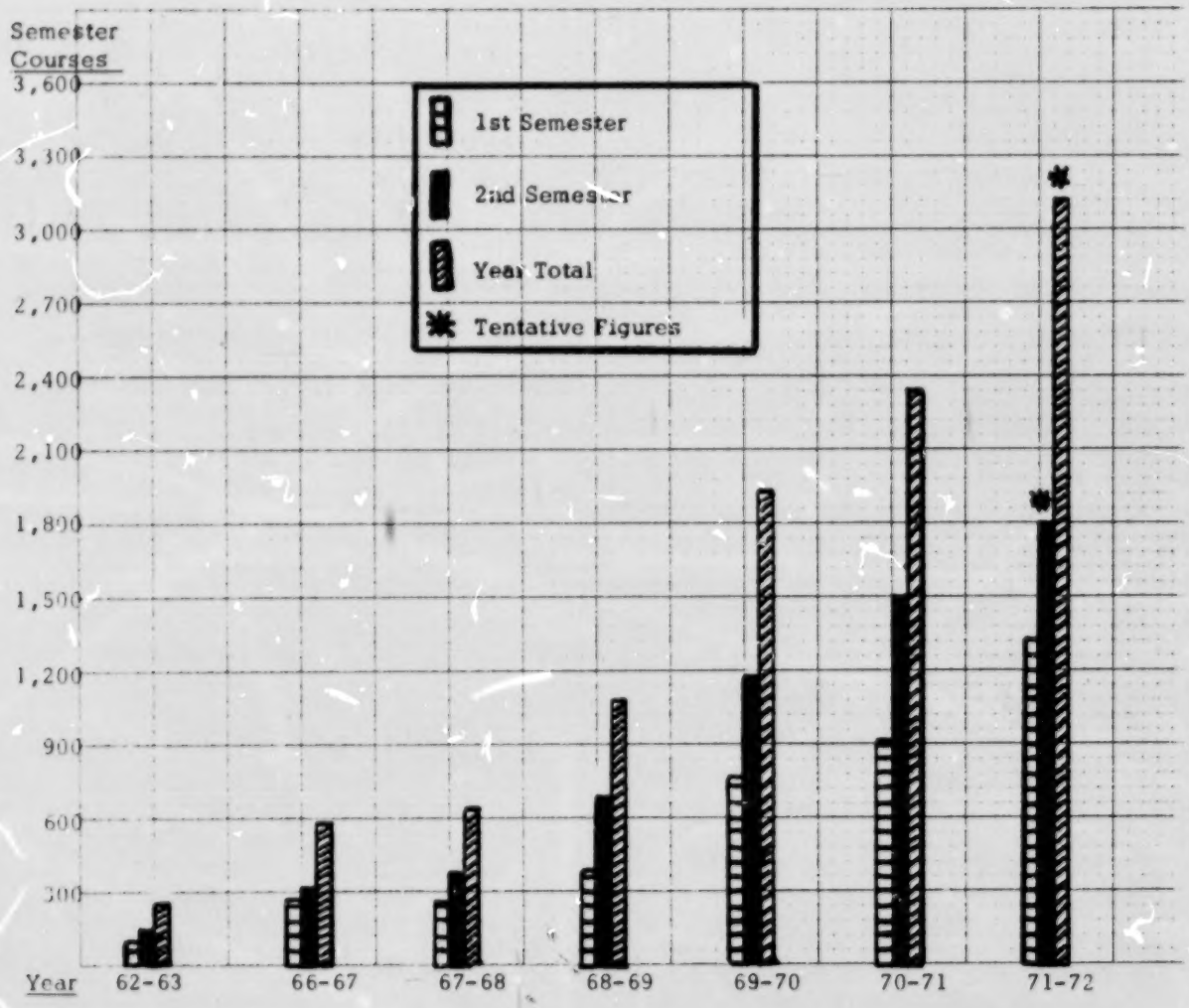
The greatest impact of cooperation on students is in the area of cross-registration, that is, enrolling in courses on other campuses. The exchange has mushroomed on all campuses. The 100 Mt. Holyoke students who took courses on other campuses in 1969 had grown to 500 in 1972. Probably because Mt. Holyoke is the most outlying in the cluster of colleges more students go out from its campus than come in. Smith, more centrally located, reported that in the fall semester of 1972-73 it attracted 486 students and 483 of its own students took courses elsewhere. In handling cross-registration the general policy is to approve requests for courses significantly different from those given on the home campus. A dean reported that this policy is administered with considerable flexibility since other factors such as balance in schedule, convenience, time, etc. are considered valid reasons for cross-registration. In the opinion of some of those directly involved in administering the program the desire for educational advantages is the primary motivation for cross-registration, attraction of the other sex is probably secondary. Examination of the appended data on cross-registration (see Exhibit 4, page 17) indicates that there is no mass influx to a particular course, but rather the elections

(text continues page 18)

Exhibit 4

FIVE COLLEGE INTERCHANGE

1962-1972



are varied and reflect many individual interests. Surprisingly enough, in spite of the variety of courses available on the university campus, cross-registration is as popular among University of Massachusetts students as among those at the other institutions. This was explained as due, at least in part, to the appeal of small classes and the desire to flavor the atmosphere of a small college which has for many years enjoyed a reputation for its quality and high degree of selectivity.

Under the aegis of the consortium programs in interdisciplinary studies are now being offered, among which are Anthropology, Asian Studies, Black Studies, Classical, Near Eastern and Judaic Studies, History, Slavic Studies, Latin American Studies, Philosophy, Renaissance Studies, Western European Studies, Women's Studies, Art History. These studies have added a new dimension to the array of opportunities available to students at Five Colleges. Since the success of each reflects expertise in several fields they would probably be beyond the competence of the single small college and represent one of the most prized rewards of cooperation. They have also provided ferment and excitement to the process of teaching, since in creating new groupings of instructors within and between institutions they stimulate new insights and correlations. The encouragement given to establishing programs in interdisciplinary studies is peculiarly suited to serve particular needs and enthusiasms of students at particular times, though this perhaps was not recognized fully at the outset. Black Studies and Women's Studies have recently been added to the list, and presumably will last as long as the interest of students lasts. The whole program can be flexible enough within its general framework to permit additions, deletions, altered orientations and emphases.

Extension of educational opportunities for faculty has also been made possible through the consortium. A group of ten to fifteen faculty members from the five colleges can apply to the corporation for up to $600 to support a seminar. The group holds dinner meetings and discusses papers prepared by its members or a visiting specialist. Funds may be used for the usual costs involved in having an outside speaker, for duplicating printed material, for light refreshments, etc. Topics which have engaged seminars in recent years have included "Methodology in the Social Sciences", "Religion and Political Development", "New Perspectives in Latin-American Affairs". The corporation also supports colloquia, which involve visiting speakers, larger numbers of faculty, and often students. The seminars and colloquia have served their primary purpose well in stimulating the continued intellectual growth of the faculty and, directly or indirectly, the students. They have also been of tremendous value in establishing good rapport within and among disciplines at the five institutions, in spreading information concerning the consortium and in attracting new faculty.

Impact on Libraries

As has happened in other developing consortia, sharing of library resources occurred early in the chronology of events. This resulted at Five Colleges in the formal establishment of "Hampshire Inter-Library Center" involving not only the five colleges but also Forbes Library, a conveniently located state facility. The latter, among other services, has provided much needed storage space. A faculty member may borrow from any of the libraries and will receive the desired material within 24 hours. Some limitations are placed on borrowing by graduate students; undergraduates receive library

passes permitting their use of any of the libraries, but they may not actually borrow from other than their home libraries except under special circumstances. Cooperative efforts in library affairs are in the hands of the Librarians' Council consisting of one representative from each campus. A Union List of periodicals has been prepared, and future plans include a Periodicals Bank together with storage facilities adequate for future demands. The routine mechanics of inter-library loans on the five campuses work smoothly and swiftly. Difficulties of library administration in the cooperative arrangement stem mainly from serving a large clientele, particularly when, as happens on any campus, the clientele contains some dilettantes and undergraduates seeking social rather than intellectual fulfillment. What restrictions there are on use of libraries result from instances of misuse which have multiplied as the pattern of sharing has become established. In general, the holdings of one library remain in that library except for brief withdrawals for inter-library loans and circulation on its home campus. Occasionally, when a course has shifted from one campus to another, a whole collection may be shifted for a semester or longer Some economies have been realized through sharing, particularly of periodicals, but not as many as had been anticipated; this is due largely to the reluctance of faculty to substitute inter-library loans for the convenience of subscriptions in their own college libraries.

Impact on Business Operations

The impact of the consortium on the business operations of the Five Colleges has several facets -- the cash contribution, support in services, facilities and planning time. Certain consortium activities are financed from the equal contributions of the members; $450,000 was budgeted in 1970 for salaries of the Director and his staff, transportation, the library cooperative, the radio station and the joint Astronomy Department. The latter two accounted for about $250,000. Specific economies effected through joint purchasing, the inter-college department and cooperation on appointments were not summarized and related to a total cost figure in the consortium budget. In other words, much of the support mentioned above is carried in the separate college budgets with only the $450,000 showing as the consortium's cash budget. Fund raising for the consortium has only recently been considered. To date there has been little cooperation among the development offices in behalf of consortium interests. Cost effectiveness and economy were obvious important factors to the college administrators though great emphasis was put on the point that the motivating force was to strengthen the instructional program in order to sustain the highest quality of scholarship.[1]

Impact on Individuality of Participating Institutions

In interviews with people at Five Colleges it was apparent that throughout its history this consortium had been sensitive to the threats to identity inherent in the process of cooperation, and that member institutions had perhaps leaned over backward to protect the facts or symbols of individual character. One person remarked that it was important to preserve even

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[1]See Appendix A, Five College Cooperation, pp. 183-189

trifling marks of individuality. Those interviewed believed that identities had not been eroded. They pointed to cross-registration as evidence that students recognized differences among the five institutions by preferring certain courses on other campuses to offerings at home. Admissions officers and deans, when interviewing prospective students and faculty, find that their respective institutions continue to have the kinds of distinctive characteristics by which they have come to be identified; these characteristics are clear enough to assist choice-making in the minds of those interviewed. It was also observed, however, that the consortium itself is acquiring character and personality, adding a new dimension to the educational ambience with which students, faculty and administrators can identify themselves with the kind of pride and affection once reserved for alma mater.

Impact on Attracting and Holding Students and Faculty

Two or three times a year the five admissions officers meet to discuss the bearing of cooperation on the functioning of their offices. Though they are in a very real sense competitors, particularly the representatives of the two women's colleges, they accept this as a fact of life and have discovered that there are areas in which they can also be cooperators. All five find that the curricular options created by cross-registration are a real drawing card to potential applicants and their parents. The admissions officer is thus in the fortunate position of being able to point up the unique advantages of his own institution and to show how any gaps or lacks or weaknesses are compensated for by offerings at the other four. The remark of one admissions officer that the consortium had kept the college afloat was, of course, facetious. Nonetheless, the participating colleges have generally found that the cooperative arrangement has been an important factor in helping them to remain vigorous during one of the most revolutionary periods in the history of higher education. One of the most potent contributors to this vigor, it was believed, is the variety of curricular and extracurricular programs made possible by sharing; these would be beyond the resources of a single small college, and are an attractive feature to all applicants. The University of Massachusetts is a special case in this discussion. Its very size permits it to provide many of the advantages acquired by the smaller colleges only through sharing. On the other hand, like most large, public institutions, it has never enjoyed the prestige reserved in the public mind for "Ivy League" and "The Seven Sisters." The opportunity to share some of this prestige through cross-registration and other cooperative arrangements has undoubtedly appealed to its students.

In attracting new faculty the consortium is an advantage in every respect. Because of its existence there are faculty seminars, joint disciplinary and interdisciplinary programs, informal meetings of those with similar scholarly interests, extensive library resources, varied lectures and cultural events, the stimulation provided by a more heterogeneous mixture of students than that usually found on one campus. Faculty in the sciences have access to computers and other equipment and facilities, all of which would rarely if ever be available on any one small college campus. Some faculty are also able to participate in graduate programs along with their undergraduate teaching.

Solution of Transportation Problems

Even though not many miles are involved, the system which permits cross-registration, joint appointments, ready access to libraries, attendance at lectures, joint participation in theatrical and musical programs, etc., necessitates a good system of transportation. Initially the corporation provided bus service only during class hours, but student pressure led to the five Student Governments' providing $20,000 per year for evening and weekend service. The total cost for the hourly shuttling of buses between the five campuses is $80,000 per year. At Five Colleges the busing is on a contract basis, and it was the view of some that making this arrangement was probably a mistake since it has resulted in virtually subsidizing two existing commercial enterprises which were already in a dubious financial condition. With the advantage of hindsight it is thought that it would have been wiser and more economical to establish a transportation system operated entirely by the corporation.

Each student receives a printed bus schedule (see Exhibit 5, page 22) and class schedules for the five campuses. Taking a course on another campus almost inevitably makes three hours of a student's time unavailable for election of other courses. In spite of this, as noted earlier, the practice of electing courses on other campuses is flourishing and continues to grow.

The number of faculty teaching on more than one campus is limited. They are free to use buses but usually drive their own cars. They are perhaps more likely to use the buses for evening lectures, plays and concerts on other campuses, thus avoiding the problem of parking or of night driving under hazardous winter conditions.

Dissemination of Information Regarding the Consortium

A Five College Newsletter, (see Exhibit 6, page 23), a quarterly, has a wide circulation and is readily available to everyone. Even more important than the Newsletter in the flow of information, however, is the network created by the whole apparatus for governance at the formal and more informal levels, and by such successful products of the consortium as cross-registration, interdisciplinary study programs, faculty seminars and colloquia. Social contacts have also proven extremely important in acquainting the whole community with information on the consortium and strengthening the spirit of cooperation. Thanks to the Coordinator's "martini budget," various assortments of faculty and administrators have become familiar with each other; this socializing has engendered an esprit de corps among faculty of one discipline from the five campuses which has been of particular value in establishing desired curricular changes.

Making Calendars and Schedules Compatible

One of the initial and essential tasks in making the consortium able to fulfill its goals was the creation of functional harmony between the calendars and class schedules of the member colleges. All five institutions are now on a 4-1-4 or 4-0-4 system, with only a few days' difference in the beginnings and ends of terms (see Exhibit 7, page 24). The use of the January term differs among the five without affecting the calendar. The slight differences between beginnings and endings of

(text continues page 25)

Exhibit 5

five college transportation

PRIVATE BUSES, FREE TO MEMBERS OF FIVE COLLEGE COMMUNITY ONLY. SEE REVERSE FOR INSTRUCTIONS

ROUTE NO. 1 Mount Holyoke-Hampshire-UMass & Return

DAYS	LEAVE MHC	LEAVE HAMPSHIRE	LEAVE AMHERST	LEAVE UMASS	LEAVE AMHERST	LEAVE HAMPSHIRE	ARRIVE MHC
M-F	8:00	8:10	8:20	8:25	8:30	8:35	8:50
M-F	9:00	9:10	9:20	9:25	9:30	9:35	9:50
M-F	10:00	10:10	10:20	10:25	10:30	10:35	10:50
DAILY	11:00	11:10	11:20	11:25	11:30	11:35	11:50
M-SAT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
M-F	1:00	1:10	1:20	1:25	1:30	1:35	1:50
DAILY	2:00	2:10	2:20	2:25	2:30	2:35	2:50
M-F	3:00	3:10	3:20	3:25	3:30	3:35	3:50
M-SAT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
DAILY	5:00	5:10	5:20	5:30	5:40	5:45	6:00
TUES & THURS	6:45	6:55	7:05	7:15	7:40	7:45	8:00
DAILY EXC. TUES & THURS.	7:00	7:10	7:20	7:30	7:40	7:45	8:00
FRI & SAT	8:00	8:10	8:20	8:30	8:40	8:45	9:00
SUN-THURS	9:15	9:25	9:35	9:45	9:55	10:00	10:15
FRI & SAT	10:00	10:10	10:20	10:30	10:40	10:45	11:00
SUN-THURS	11:00	11:10	11:20	11:30	11:40	11:45	12:00
SAT & SUN	12:00	12:10	12:20	12:30	12:40	12:45	1:00
SAT & SUN	1:00	1:10	1:20	1:30	1:40	1:45	2:00

Evening Buses

ROUTE NO. 2 Smith-Amherst-UMass & Return

DAYS	LEAVE SMITH	LEAVE AMHERST	LEAVE UM [SW] DORMS	LEAVE UM [WAITING STATION]	LEAVE AMHERST	ARRIVE SMITH
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
M-FRI	9:00	9:15	→	9:25	9:30	9:50
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
M-F	10:00	10:15	→	10:25	10:30	10:50
M-F	11:00	11:15	→	11:25	11:30	11:50
SAT & SUN	11:00	→	11:20	11:25	11:35	11:55
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
M-F	2:00	2:15	→	2:20	2:25	2:50
SAT & SUN	2:00	→	2:20	2:25	2:35	2:55
M-F	3:00	3:15	→	3:20	3:25	3:50
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
M-F	5:00	5:15	→	5:20	5:25	5:50
SAT & SUN	5:00	→	5:20	5:25	5:35	5:55
M-SAT	[illegible]	[illegible]	→	[illegible]	[illegible]	[illegible]
DAILY	7:00		7:20	7:25	7:35	7:[illegible]
FRI & SAT	8:00	→	8:20	8:25	8:35	8:
SUN-THURS	9:15	→	9:35	9:40	9:50	10:
FRI & SAT	10:00	→	10:20	10:25	10:35	10:
SUN-THURS	11:00	→	11:20	11:25	11:35	11:
SAT & SUN	12:00	→	12:20	12:25	12:35	12:
SAT & SUN	1:00	→	1:20	1:25	1:35	1:

ROUTE NO. 3 Smith-Mount Holyoke and Return

The Five College Student Coordinating Board has instituted a direct run between Smith and Mount Holyoke, on an experimental basis. A 1972 12-passenger Ford van will be operated by student drivers according to the following schedule, Monday through Friday. (No weekend runs.)

LEAVE MHC	LEAVE SMITH	ARRIVE MHC
9:00	9:30	9:55
10:00	10:30	10:55
11:00	11:30	11:55
1:00	1:30	1:55
2:00	2:30	2:55
3:00	3:30	3:55
4:00	4:30	4:55
5:00	5:30	5:55

Five College Newsletter

AMHERST · HAMPSHIRE · MOUNT HOLYOKE · SMITH · UNIVERSITY OF MASSACHUSETTS

FIVE COLLEGE FACULTY APPOINTMENTS

On the recommendation of the Five College Deputies/Deans, the Presidents and the Chancellor have approved a plan for the creation of a pool of resources for five college faculty positions to meet high priority educational needs in the Valley which cannot be met at this time by any of the individual institutions. The five colleges will support three faculty positions each year. Outside funding will be sought to double the pool to make it possible to support a total of six five college positions each year. Starting in 1974-75, these positions will be filled in either of the following ways:

1. The recruitment of distinguished five college visiting scholars on one-year appointments. These would be scholars of national or international distinction whose presence would provide intellectual stimulation to both faculty and students.

2. The recruitment of junior faculty members on two- or three-year appointments who represent new or specialized fields of knowledge in the Valley.

The five college appointees will reside at one of the five institutions, which will serve as host for the appointment; but courses will be given on more than one campus. None of the appointees will be on "tenure tracks." At the end of a two- or three-year junior appointment, support from the common pool will be terminated. If a regular position with this specialty is not created at one or more of the institutions, that specialty will be discontinued.

Proposals can be initiated by sponsoring groups representing three or more of the institutions. The broader the five college support for a proposal, the more sympathetically it will be received.

To summarize, if any five college group of departments or interdisciplinary faculty and students wishes to propose a five college faculty appointment, it should:

- consult as widely as possible the potential five college constituency to be served by such an appointment,

- investigate interest in departments or schools which might suitably serve as host, and

- submit to the Five College Coordinator for consideration by the Five College Deputies/Deans a written proposal describing the

Five College Calendar

FIRST SEMESTER

EVENTS	Amherst	Hampshire	Mount Holyoke	Smith	University*
Registration	Wed., Sept. 6 Thurs., Sept. 7	Mon., Sept. 11 Tues., Sept. 12	Fri., Sept. 8	Sun., Sept. 10	Tues., Sept. 5 Wed., Sept. 6 (Graduate)
Classes begin	Fri., Sept. 8	Thurs., Sept. 14	Mon., Sept. 11	Mon., Sept. 11	Fri., Sept. 8
Last Day to Enroll in Five College Interchange Course	Fri., Sept. 22	Fri., Sept. 22	Fri., Sept. 22	Fri., Sept. 22	Fri., Sept. 22
No classes				Mountain Day (Unscheduled)	Mon., Oct. 9 Mon., Oct. 23
Midsemester Week				Fri., Oct. 13 (5:00 p.m.)-Wed., Oct. 18 (noon)	
Thanksgiving	Sat., Nov. 18-Sun., Nov. 26	Sat., Nov. 18-Sun., Nov. 26	Fri., Nov. 17 (4:50 p.m.)-Sun., Nov. 26	Wed., Nov. 22 (noon)-Sun., Nov. 26	Wed., Nov. 22 (after last class)-Sun., Nov. 26
Pre-Registration for Spring Semester	Mon., Dec. 4-Thurs., Dec. 7	Mon., Nov. 27-Fri., Dec. 1	Mon., Nov. 27-Mon., Dec. 4	Wed., Nov. 29-Tues., Dec. 5	Mon., Nov. 13-Fri., Nov. 17
Last Day of Classes	Wed., Dec. 13	Thurs., Dec. 21	Fri., Dec. 15	Fri., Dec. 13	Wed., Dec. 13
Reading and/or Study Period	Thurs., Dec. 14 Fri., Dec. 15			Sat., Dec. 16 Sun., Dec. 17	Thurs., Dec. 14
Examination Period	Sat., Dec. 16-Wed., Dec. 20		Sat., Dec. 16 and Mon., Dec. 18-Thurs., Dec. 21 (noon)	Mon., Dec. 18-Thurs., Dec. 21 (noon)	Fri., Dec. 15-Sat., Dec. 23 (12:30 p.m.)
Winter Recess	Thurs., Dec. 21-Tues., Jan. 2	Fri., Dec. 22-Tues., Jan. 2	Thurs., Dec. 21 (11:30 a.m.)-Tues., Jan. 2	Thurs., Dec. 21 (noon)-Sun., Jan. 7	Sat., Dec. 23 (12:30 p.m.)-Sun., Jan. 21
January Term	Wed., Jan. 3-Fri., Jan. 26	Wed., Jan. 3-Wed., Jan. 31	Wed., Jan. 3-Fri., Jan. 26	Mon., Jan. 8-Fri., Jan. 26	
Recess between Semesters	Sat., Jan. 27-Sun., Jan. 28	Thurs., Feb. 1-Sun., Feb. 4	Sat., Jan. 27-Tues., Jan. 30	Sat., Jan. 27-Sun., Jan. 28	

SECOND SEMESTER

EVENTS	Amherst	Hampshire	Mount Holyoke	Smith	University*
Registration					Mon., Jan. 22 Tues., Jan. 23 (Graduate)
Classes begin	Mon., Jan. 29	Mon., Feb. 5	Wed., Jan. 31	Mon., Jan. 29	Thurs. Jan. 25
Last Day to Enroll in Five College Interchange Course	Fri., Feb. 9	Fri., Feb. 9	Fri., Feb. 9	Fri., Feb. 9	Fri., Feb. 9
No Classes				Rally Day (Unscheduled)	Mon., Feb. 19 Mon., Apr. 16
Spring Recess	Sat., Mar. 24-Sun., Apr. 1	Sat., Mar. 17-Sun., Apr. 1	Fri., Mar. 16 (4:50 p.m.)-Sun., Apr. 1	Fri., Mar. 16 (5:00 p.m.)-Tues., Mar. 27	Fri., Mar. 23 (after last class)-Sun., Apr. 1
Pre-Registration for Fall Semester	Mon., Apr. 30-Thurs., May 3	Mon., Apr. 30-Fri., May 4	Mon., Apr. 30-Fri., May 4	Mon., Apr. 30-Fri., May 4	Mon., Apr. 23-Fri., Apr. 27
Last Day of Classes	Fri., May 11	Sat., May 12	Tues., May 15	Wed., May 9	Sat., May 12
Reading and/or Study Period	Sat., May 12-Mon., May 14	Mon., May 14-Sun., May 20		Thurs., May 10-Sun., May 13	Mon., May 14
Examination Period	Tues., May 15-Sat. May 19	Mon., May 21-Fri., June 1	Wed., May 16-Tues., May 22	Mon., May 14-Thurs., May 17	Tues., May 15-Wed., May 23
Commencement Exercises	Fri., June 1		Sun., May 27	Sun., May 27	Sat., May 26

* At the University

Monday class schedule will be followed on **Wednesday**, Oct. 25
Friday, Feb. 23
Thursday, April 19

Thursday class schedule will be followed on **Tuesday**, Nov. 21

terms are accommodated by a few days' extension of time when students are permitted to occupy their living quarters. Class schedules are in reasonably satisfactory synchrony as far as hours for changing classes and the bus schedules are concerned. Smith has courses scheduled on a Mon-Tues-Wed/Th-Fri sequence, while the other four are on the more traditional Mon-Wed-Fri/Tues-Th sequence. The Smith pattern creates difficulties, but cross-registration data prove that the difficulties are not insurmountable (see Exhibit 4, page 17).

Sharing of Faculty

Faculty contracts include a clause giving the college the right to require an instructor to teach on another campus. The arrangements for sharing of faculty which have been tried, depending on circumstances, are as follows:

1) a "one-to-one" exchange, with no money changing hands

2) "overtime borrowing" (in more familiar jargon, "moonlighting") with a standard stipend paid by the borrowing institutions

3) "released time borrowing," with money paid to the institution, not the individual, the amount varying and agreed on by negotiation; the home institution bears the customary responsibilities of benefits, etc.

4) "joint appointment," referring to the faculty member serving the consortium by teaching on two or more campuses; the joint appointee, in the words of the Director, resides at and is responsible to a "host institution" designated by the five colleges; the "host institution" is reimbursed by Five Colleges, Inc. for salary and specified fringe benefits of the appointee; an example previously cited is the specialist in pre-Columbian art who teaches on five campuses; a much more elaborate and ambitious case is the entire Astronomy Department, all members of which cooperate in such a way that strong undergraduate and graduate programs have been developed; at least one member of this joint department has a home base on each of the five campuses.

Experience at Five Colleges indicates that "released time borrowing" is simpler to administer than "joint appointments," provides comparable educational advantages, and avoids numerous complications such as those related to salary, rank, tenure and benefits. When a choice among the four patterns is made it is on the basis of educational advantage, <u>not</u> administrative ease. Five Colleges has discovered that in the whole area of educational cooperation success is more predictable when the primary goal is to achieve educational benefits and permit promising innovations, <u>not</u> when it is to realize economies. This is not to say that economies cannot be a by-product of cooperation, as proven in joint purchasing and, on occasion, in integration of resources of one discipline on two or more campuses. It is in this latter area where planners, hoping to reduce duplication and balance offerings among the colleges, meet the difficult situations of resistance resulting from sense of threat, guarding of vested interests and proprietary attitudes toward courses and departments. The planners are challenged by these situations to make change palatable or even attractive by creating compensatory devices; among the more imaginative of these already considered or to be considered are the following:

1) using the opportunity created by cooperation to establish "Centers of Excellence" among the five colleges, complementing each other and providing new sources of pride and prestige

2) creation of a pool of resources (see Exhibit #6, page 23) for three faculty positions each year to meet high priority educational needs which cannot be met by the individual institutions; the positions will be filled either by distinguished scholars on one-year appointments, or junior faculty with new or specialized fields of knowledge on two- or three-year appointments; each appointee will reside at one of the colleges but will teach on more than one campus.

Possible Economies and Cost-effective Benefits

The hope of realizing economies is undoubtedly a strong motivating force for those contemplating ways in which colleges can cooperate, and it is in this area that the experiences of other consortia should be examined and clearly understood. No advice from the Coordinator at Five Colleges was stated more emphatically than that previously quoted, i.e. not to use cooperation per se as a way to reduce costs or as a fund-raising "gimmick," but rather to use cooperation for educational advantages.

The Coordinator, an admissions officer, a member of a board of directors and a development officer quite independently observed that it has been in no small part due to programs made possible by cooperation that the colleges have continued to attract students and faculty, and have received tangible and intangible support from other sources, all of which contribute to the life blood of the institutions.

The Astronomy Department can be cited as one example of a cost-effective item in the five college system. There was already considerable strength in the separate undergraduate departments prior to incorporation, and it was probably this very strength which favored making a joint five college department whose excellence both at the undergraduate and graduate level is recognized far beyond the bounds of the consortium. The educational radio and TV programs which have proven to be an important cultural contribution to the community are additional examples.

Areas of Most Conspicuous Success

From frequent references to the interdisciplinary study programs, computer facilities, faculty seminars, cross-registration and combined library facilities one would assume that these are considered the most successful fruits of cooperation. It is noteworthy, considering the Coordinator's advice that motivation for cooperation should be to improve education, that all directly serve to enhance the intellectual growth of students and faculty and are not serving primarily an ancillary administrative function or simply saving dollars. Probably too little time was spent in interviews on certain extra-curricular and community projects such as programs in the performing arts and programs through which the institutions serve the local communities in cultural and practical ways. Indications are that all of these have been more effective as joint ventures than as single-institution ventures, and have been highly successful.

Areas Where Cooperation is Difficult or Impractical

Certain administrative functions are, by their nature, difficult or impossible to conduct on a cooperative basis except in the limited ways noted earlier. Admissions and fund-raising are good examples of this. In the sphere of instruction there are many variables which modify ease of cooperation, some of which were described earlier. They include relative size and quality of counterpart departments, policies in regard to major students, proprietary attitudes, vested interests, fears for job security, etc. These are the problems faced by five deans as they seek ways of improving education through sharing among the curricula; their task involves finding areas of strength and weakness, of duplication, gaps and complementarity, and then persuading their respective faculties to approve curricular changes designed to make an integrated whole superior to the sum of its parts. Intransigent problems are passed to the Deputies, and some ultimately prove impossible to solve because of human, financial or other reasons.

In spite of the very conspicuous success of some of the interdisciplinary programs, one in environmental studies has, to date, been impossible to establish on a formal basis. Faculty and students at Hampshire, where interest in this program is keenest, have compiled a catalogue of the relevant course offerings on the five campuses, and hope that a formal program will be adopted. Directors of field projects in environmental studies have received enthusiastic response from students and faculty in the natural sciences, but very little support from other disciplines, including the behavioral sciences.

Considering the size of the combined faculties it is not surprising that some instructors are affected very little by the various areas of cooperation, and tend to be relatively uninterested or even skeptical of their value. This is perhaps considered a mild weakness by enthusiastic supporters of the program; it is certainly not serious enough to threaten the success of the consortium.

Pitfalls in Cooperation

One of the greatest dangers, particularly in early phases of establishing a consortium, is the temptation to succumb to a sense of euphoria stemming from the thought that sharing will solve all problems. Making a consortium work requires commitment, constant diligence and vast quantities of time and energy on the part of presidents, the director and many, many others. The solving of some problems creates new ones. The most difficult problems are what have been referred to as the "people" problems; planners must expect and be ready to deal with resistance to change, personality conflicts, fear of the unknown, vested interests, jealousies, the sense of threat to job, prestige or security, the spirit of competitiveness, of proprietary stakes, and all the other phenomena so characteristic of human beings everywhere.

It is also dangerous to assume that cooperation automatically leads to economies. Savings will be realized, but there will also be added expense. The problem is impossible to analyze by conventional accounting procedures, since, for instance, a dollar value cannot be assigned to a new interdisciplinary course made possible by cooperation nor, again for instance, is there a way of determining the impact of cooperation on enrollments and income from tuition. Coupling the facts that financial worries are now almost universal among independent colleges and the Five College cooperative system is obviously healthy and destined to continue, one must infer that gains outweight losses, or that credits and debits break even. It would probably be fair to say that if the consortium becomes a major factor in maintaining the desired size and quality of student body in a member institution it must be considered an asset.

Those most intimately involved in planning the consortium and supervising its establishment and development must not forget the many people less closely associated with it. If cooperation is to work there can be no relaxation in efforts to communicate with all members of the participating institutions. The students should not be overlooked, for their enthusiasm and sense of involvement may make the difference between success and failure. This, in some ways, is the most difficult group to incorporate in planning and implementing, for it is the most capricious and unpredictable of the groups involved, and its individual members have such relatively brief periods of intimate association with the institutions that they never become a part of the fiber of the organization as can other groups.

Projections for the Future

The most important projection, apparent to the visitor but probably taken for granted by the participants, is that the consortium is here to stay. No elaborate modifications or changes in orientation seem to be envisioned at the moment; rather, the emphasis is on making relatively minor adjustments and improvements in what has developed into an elaborate system in a surprisingly short time.

WORCESTER CONSORTIUM FOR HIGHER EDUCATION

Editorial Note: The report on the Worcester Consortium for Higher Education is less expansive than that on Five Colleges because both have had many similar experiences, and repeating them serves no purpose. The Worcester Consortium for Higher Education represents, nonetheless, an extremely interesting experiment and should be examined by developing consortia.

Original Motivation for Cooperation

As at Five Colleges, two or more of the eleven institutions at Worcester have, in past years, slipped into a relatively informal practice of sharing resources for specific and limited goals. A good example is one which developed involving Worcester Polytechnic Institute and Clark University. The relatively new field of biomedical engineering drew WPI students to Clark for studies in biology and medicine, from Clark to WPI for studies in mechanics and engineering. During the '60's WPI came to the realization that it is no longer enough to train a competent technologist; tomorrow's technologist must understand the impact of his efforts on the whole cultural and social milieu; he must work with and understand the views of environmentalists, city planners, government agencies and health departments to mention only a few of those vitally concerned with technological solutions to society's problems. WPI concluded that its students needed to combine humanistic with technical studies, and that the introduction of humanistic disciplines on its own campus would be bringing coals to Newcastle, considering the wealth already available in the city of Worcester. It was thus WPI which precipitated the concept of a consortium in which all students enrolled in the eleven Worcester institutions of higher learning would be able, through cross-registering, to benefit from programs already well established on the eleven campuses.

Steps Taken to Establish a Consortium

In 1967 ten institutions (an eleventh has since been added) formally joined as a consortium, and the first director was appointed in 1970.

Decision-making Body and Management

The Governing Board consists of the Presidents of the participating institutions and the Director of the Consortium, ex officio. The academic deans, student personnel deans, buildings and grounds directors and librarians meet as separate working committees. There are also meetings of representatives of disciplines or groups of disciplines. Ideas and recommendations from all these groups pass to the board for consideration and action.

Impact of Consortium on Board, Administration, Faculty and Student Body

The Worcester Consortium, though massive, is apparently not unwieldy, since according to all reports it has a large and generally positive impact on students, faculty, administrative officers and libraries. The recently established 4-1-4 program has proven well suited to some of the benefits inherent in the cooperative arrangement. Students are using the January term for courses and field projects outside of their traditional programs, and many of their elections involve cross-registration and interdisciplinary study.

The authors visited Worcester in the middle of the January term, unannounced except for their appointment with a dean. Wherever they looked they found signs of the consortium at work; shuttle buses were gathering their loads, convenient tables and bulletin boards bore informational brochures and fliers, and coffee gatherings buzzed with consortium-related talk.

As at Five Colleges it is principally among the faculty where one may find individuals apathetic or actually hostile to the changes brought about by the consortium. This may be particularly true at WPI, where numerous faculty members are highly specialized in very narrow fields; adapting to the new regime has been particularly difficult in this group. The faculties have been told in unambiguous terms by their presidents that members must do what they can to make the consortium succeed, since survival of the institution and thus security of jobs may depend on this success.

Impact on Educational Opportunities for Students and Faculty

This, the fourth year of the consortium's existence, finds more than 1,000 students cross-registering (see Exhibits 8 and 9, pages 30 and 31). Several interdisciplinary programs involving two or more of the participating institutions have been established, among them Theater Arts, Biomedical Engineering, Health Management, Bio-chemistry and Environmental Studies. There is apparently no feeling that, owing to size, age, prestige, etc., some participating institutions are burdened with more than their fair share in serving the educational needs of students. Just as a student from a two-year college elects to enroll in a large lecture section in computer technology at WPI, so a student from the latter may elect a course in music

(text continues page 32)

Exhibit B

Worcester Consortium for Higher Education, Inc.

1972 Fall Semester
Cross Registered Students

FROM	TO Anna Maria	TO Assumption	TO Becker	TO Clark Univ.	TO Holy Cross	TO Leicester	TO Quinsig'd	TO Mass. Med.	TO Worc. Jr.	TO Worc. Tech.	TO Worc State	TOTAL # of Stud.	TOTAL # of Courses
Anna Maria		3(3)		1(1)	1(1)							5	5
Assumption	3(3)		2(2)	13(14)	17(18)		1(1)		3(3)	3(3)	21(24)	63	68
Becker Jr.									2(2)		2(2)	4	4
Clark Univ.		5(5)	1(1)		38(44)			1(1)		14(15)	6(7)	65	73
Holy Cross	1(1)	3(3)	1(1)	30(32)			3(3)		1(1)	3(4)	13(13)	55	58
Leicester Jr.	1(1)			1(2)	1(1)							3	4
Quinsigamond	2(2)			3(3)	4(4)				1(2)	1(1)	10(10)	21	22
Worcester Jr.		1(2)		21(25)	2(2)		3(3)			3(3)	5(6)	35	41
WPI		4(4)		33(37)	8(8)			5(5)			7(8)	57	62
Worc. State	4(4)	10(11)	4(4)	8(9)	7(8)	1(2)	2(3)	___	1(1)	4(4)	___	41	46
TOTALS	11(11)	26(28)	8(8)	110(123)	78(86)	1(2)	9(10)	6(6)	8(9)	28(30)	64(69)	349	383

Cumulative Summary
Number of Students Cross Registered & Attending Affiliated Institutions

	No. of Cross Registered Students	No. of Courses Taken	Clark Univ. To Art Museum	Worc. Tech. To Art Museum	Quinsigamond To Art Museum	Assumption To Craft Center
Fall 1968	108	129	41	33		
Spring 1969	96	111	32	34		43
Fall 1969	173	193	36	36		46
Spring 1970	236	247	31	72		45
Fall 1970	177	193	56	48	77 (95)	47
Spring 1971	259	279	66	54	62 (78)	40
Fall 1971	268	298	92	50	81 (106)	45
Spring 1972	423	459	95	48	81 (110)	44
Fall 1972	349	383	67 (103)	72	80 (95)	48

bg 11/2/72

NUMBER IN ( ) = COURSES

Exhibit 9

Worcester Consortium for Higher Education, Inc.

FALL 1972 Cross Registration - Page Eleven

Course Number	Course Title	Students	No. of Students	No. of Courses	No. of Credit Hours
WORCESTER POLYTECHNIC INSTITUTE to Holy Cross College					
AS 300	Grow/Dev Aer Power	Harvey Neilson	1	1	3
AS 100	Aerospace Studies	Michael Pagliuca	1	1	0
AS 200	Aerospace Studies	Paul DeMeo	1	1	0
FA 131	Printmaking	Richard Lloyd	1	1	3
NS 011	Naval Orientation	Jerry Melcher	1	1	0
Phil 145	Pheno. & Exist. I	Vern Hatt	1	1	3
Psy. 043	Contemporary Gen. Psychology	David Hubbell	1	1	3
RS 146	Sources/Process Sem.	Elizabeth Poulin	1	1	3
			8	8	15
WORCESTER POLYTECHNIC INSTITUTE to Univ. of Mass. Medical School					
	Biochemistry	Susan Charow, Steven Hunter, Janice Painter, David Wade	4	4	16
	Anatomy	Albert Shahnarian	1	1	6
			5	5	22
WORCESTER POLYTECHNIC INSTITUTE to Worcester State College					
AR 215	Drawing in Various Media	Steven Silva	1	1	3
ED 101	History & Phil. of Education	Thomas Palumbo, George Yesowitch	2	2	6
ED 102	History & Phil. of Education	Michelle Riel, Charles Waldron	2	2	6
ED 112	Measurement & Evaluation	George Yesowitch	(dup.)	1	3
ED 170	Educational Psychology	Geary Schwartz	1	1	3
PS 110	General Psychology	Richard Sliwoski	1	1	3
			7	8	24
	TOTALS WORCESTER POLYTECHNIC INSTITUTE		57	62	200
WORCESTER STATE COLLEGE to Anna Maria College					
MU 143	Choir	Paula Philbin	1	1	1
MU 173	Class Voice	Patricia Kelley, Susan Power	2	2	2
SE 308	Methods of Teaching the Mentally Retarded	Geraldine Sullivan	1	1	3
			4	4	6
WORCESTER STATE COLLEGE to Assumption College					
EC 121	Great Books in Economics	Kevin McCormick	1	1	3
HI 168	Black American Experience	Paul Nadeau, Kevin Morrissey	2	2	6
PY 161	Psych. of Learning & Motiv.	Helen Grenier, Beverly LaFlamme, Linnea Olson	3	3	9

literature at the two-year college, and there enjoy the benefits of a small class, discussions and easy familiarity with the instructor. At a casual glance it might seem that the smaller institution would have less to offer to the consortium, but as the cooperative system is evolving so also is a pattern of complementarity rather than duplication. Just as the large institution may have highly sophisticated technical equipment, the smaller institution provides language laboratories, audio-visual aids, equipment for training in certain fields such as physical therapy, etc. An added advantage in having some of the smaller institutions in the consortium, particularly if state- or community-supported, is that they can exert political influence which is sometimes extremely important in a variety of aspects of the consortium's progress.

Faculty have long been involved in seminars, symposia and colloquia, both institutional and inter-institutional; no need has become evident for others to be initiated and supported by the consortium. Faculty involved in the new interdisciplinary study programs and field projects are finding the same excitement discovered at Five Colleges. It is proving very rewarding to young instructors and certain faculty of the smaller colleges to work as colleagues with older and more distinguished scholars in interdisciplinary programs. Certain faculty are also finding more incentives and fewer obstacles to publishing, and more opportunities for earning extra money in overtime and summer teaching. Association in a consortium has yielded an unanticipated dividend by raising the morale of faculty in the two-year colleges; these faculty, it seems, often felt that they were second class citizens in the community of scholars, and with the familiarity and respect among faculty fostered by cooperation at Worcester this attitude is disappearing.

Impact on Libraries

The eleven colleges together with those of the Worcester Public System, University of Massachusetts Medical School, Worcester Foundation for Experimental Biology and the American Antiquarian Society are joined into one unit, the Worcester Area Cooperative Libraries. Free and rapid interchange of books and periodicals is constant among the members. A Union List of periodicals has been compiled.

Impact on Business Operations

Cost of the consortium is calculated on a formula basis which takes into account size and kind of institution. The full members are assessed at an equal rate for approximately one quarter of the total operating cost, and the balance on a size formula varying for the 4- and 2-year college on a 6/10 and 4/10 ratio. Action is underway to find a neutral (i.e. non-campus) location for the director and his staff. Administrative time for cooperative planning and cost-sharing are the main requirements of the participants. Fund raising activities are carried on for the consortium by the director without major input from or influence on members' development programs. Strengthening of the educational program served as a motivating force but economy was not overlooked as an important factor. Joint purchasing has resulted in economies, and although exact figures were not secured for comparison, one could estimate that joint purchasing alone would more than balance the cost of the transportation system.

Impact on Individuality of Participating Institutions

As at Five Colleges there was an initial fear that institutions would lose their identities, and conscious efforts were made to safeguard them. As it turned out there was probably less need for fear at Worcester than at Five Colleges for each institution has a rather natural constituency, thus minimizing competition among them. The colleges are church-related or non church-related, public or private, male or female, small or large, technical-vocational or liberal arts, two-year or four-year, etc. One administrator commented that although the consortium has stimulated changes particularly among the smaller institutions, these changes have, nonetheless, reflected the desires of the institutions as they developed their different complementary specialities consistent with the overall goals of the consortium.

Impact on Attracting and Holding Students and Faculty

It was reported at WPI that the consortium idea has not been of major importance in recruiting students, though apparently a healthy enrollment has been maintained when a drop had been feared. The fact that one of the brochures printed by the consortium is entitled "Ten for One" suggests that the consortium is a significant factor in attracting students to at least some of the member colleges. The consortium is, in general, an attractive feature in recruiting faculty, particularly to the smaller colleges, since it gives the promise of broader intellectual experience and professional contacts than those usually afforded by the small college.

Solution of Transportation Problems

The consortium owns and operates small shuttle buses which run constantly between the colleges and some affiliates, such as the Art Museum (see Exhibit 10, page 34). The member institutions are, for the most part, so close that buses are often able to deliver students to another college in the normal interval between classes. The buses also carry books and this inter-library service is so effective that books can often be delivered within an hour of the time requested.

Dissemination of Information Regarding Consortium

Printed informational material is readily available to all students and faculty; this includes course offerings at member institutions, brochures describing special studies, and bus schedules. The consortium proper and the Worcester Area Cooperative Libraries both issue regular newsletters.

Making Calendars and Schedules Compatible

Although there are wrinkles still to be ironed out, progress has been made toward establishing an integrated calendar and class schedule (see Exhibit 11, page 35). The 4-1-4 semester scheme was recently adopted and the January term, with its innovative curricular fare, has been an important factor in stimulating cross-registration, new mixes of students and faculty, and in integrating the members of the consortium.

(text continues page 36)

Exhibit 10

WORCESTER CONSORTIUM FOR HIGHER EDUCATION, INC.

SHUTTLE BUS SCHEDULE

1972-1973

Monday through Friday

Departure Time	Bus #1	Bus #2	Departure Time	Bus #3
7:35 A.M.	HC to TM	CL to TM	7:50 A.M.	TM to AS
8:00	TMC to CL	TM to HC	8:10	AS to WS
8:20	CL to HC	HC to CL	8:30	WS to TM
8:35	HC to TM	CL to TM	8:50	TM to AS
9:00	TMC to CL	TM to HC	9:10	AS to WS
9:20	CL to HC	HC to CL	9:30	WS to TM
9:35	HC to TM	CL to TM	9:50	TM to AS
10:00	TMC to CL	TM to HC	10:10	AS to WS
10:20	CL to HC	HC to CL	10:30	WS to TM
10:35	HC to TM	CL to TM	10:50	TM to AS
11:00	TMC to CL	TM to HC	11:10	AS to WS
11:20	CL to HC	HC to CL	11:30	WS to TM
11:35	HC to TM	CL to TM	11:50	TM to AS
12:00 Noon	TMC to CL	TM to HC	12:05 P.M.	AS to WS
12:20 P.M.	CL to HC	HC to CL	12:20	WS to CL
12:35	HC to TM	CL to TM	12:35	CL to TMC
1:00	TMC to CL	TM to HC	12:50	TM to AS
1:20	CL to HC	HC to CL	1:10	AS to WS
1:35	HC to TM	CL to TM	1:30	WS to TM
2:00	TMC to CL	TM to HC	1:50	TM to AS
2:20	CL to HC	HC to CL	2:10	AS to WS
2:35	HC to TM	CL to TM	2:30	WS to TM
3:00	TMC to CL	TM to HC	2:50	TM to AS
3:20	CL to HC	HC to CL	3:10	AS to WS
3:35	HC to TM	CL to TM	3:30	WS to TM
4:00	TMC to CL	TM to HC	3:50	TM to AS
4:20	CL to HC	HC to CL	4:10	AS to WS
4:35	HC to TM	CL to TM	4:30	WS to TM
5:00	TMC to CL	TM to HC	4:50	TM to AS
5:20	CL to HC	HC to CL	5:10	AS to WS
5:35	HC to TM	CL to TM	5:30	WS to TM
6:00		TM to HC	5:50	TM to AS
6:20	AS to TM	HC to CL		
6:35	TM to CL	CL to TM		
6:50		TM to AS		
9:10		AS to CL		
		AS to HC		
		AS to TM		
9:50	TM to CL			
10:00	CL to AS			
	CL to HC			
	CL to TM			

Bus Stop

Front of La Maison Francaise
Front Entrance, Sagamore Road
Downing Street at the Library
Front of O'Kane Hall
Corner Salisbury Street & Lancaster St
Guest Parking Lot opposite Alden Hall
Gymnasium Parking Lot

Abbreviations

AS - Assumption College
C - Craft Center
CL - Clark University
HC - Holy Cross College
M - Worcester Art Museum
T - Worcester Polytechnic Institute
WS - Worcester State College

Exhibit 11

FALL SEMESTER 1972		Anna Maria	Assumption	Becker Junior	Clark Univ.	Holy Cross	Leicester Junior	Quinsigamond	Worc. Junior	WPI	Worc. State
REGISTRATION		9/5	9/5	9/8	9/6-9/8	9/12-9/13	9/9-9/12	8/29-8/30	9/14-9/15	9/5 (1) 11/1 (2)	9/7-9/8
CLASSES BEGIN		9/7	9/6	9/11	9/11	9/14	9/13	8/31	9/18	9/6 (1) 11/1 (2)	9/11
NO CLASSES		10/9	10/23			10/9 10/23		9/4 10/9 10/23	10/9 10/23	10/25-10/31 (3)	10/9 10/23 11/3
THANKSGIVING (after last class)	FROM	11/22	11/21	11/23	11/17	11/21	11/17	11/23	11/22	11/22	11/22
	TO	11/26	11/26	11/28	11/26	11/26	11/26	11/26	11/26	11/26	11/26
CLASSES RESUME		11/27	11/27	11/29	11/27	11/27	11/27	11/27	11/27	11/27	11/27
PREREGISTRATION (Spring Semester)			11/30-12/1 (4) 12/14-15 (5)				1/3 (5)			Completed for 72-73	
CHRISTMAS (after last class)	FROM	12/21	12/22	12/22	12/21	12/20	12/22	12/22	12/16	12/23	12/15
	TO	1/2	1/7	1/7	1/1	1/2	1/2	1/22	1/1	1/5	1/1
CLASSES RESUME									1/2		1/2
LAST DAY OF CLASSES		12/21	12/15	12/12	12/15	12/20	12/15	12/22	1/13	10/24 (1) 12/22 (2)	1/11
STUDY OR READING PERIOD	FROM					1/3					1/12
	TO					1/7					
EXAMS	FROM		12/18	12/13	12/18	1/8	12/18		1/15		1/13
	TO		12/22	12/22	12/21	1/15	12/22		1/24		1/19
INTERSESSION	FROM	1/3	1/8	1/8	1/2		1/3			1/8	
	TO	1/30	1/26	1/26	1/26		1/24			1/26	
EXAMS / EVALUATION							1/25				
RECESS	FROM		1/27	1/27	1/27	1/16	1/26	12/22	1/25	1/29	1/20
	TO		1/28	1/28	2/1	1/21	1/29	1/22	1/29	2/2 (3)	1/28

(1) Term A
(2) Term B
(3) Time available for Comprehensive Examinations
(4) Preregistration for Spring Semester
(5) Registration for Intersession

SPRING TERM											
STUDY OR READING PERIOD	FROM					5/9					5/25
	TO					5/13					
EXAMS/EVALUATION	FROM		5/14	5/14	5/14	5/14	5/14		5/21	4/2 (1) 5/29 (2)	5/26
	TO		5/19	5/18	5/17	5/21	5/19		5/31	4/6 (1) 6/1 (2)	6/2
COMMENCEMENT		5/27	5/27	5/20	5/27	6/1	5/26	6/2	6/9	6/3	6/10

(1) Term C
(2) Term D

Sharing of Faculty

Exchange of professors is usually on a temporary, emergency basis, involving no financial exchange. On occasion two or more colleges may make a joint appointment; this arrangement has been useful in such special programs as Black Studies, Film Studies and Linguistics.

Possible Economies and Cost-effective Benefits

The consortium has been able to realize economies through joint purchasing of fuel oil, paper products, chemicals, laboratory equipment and landscape materials. By having all catalogues printed by one company the cost of 20,000 catalogues comes to less than $4,000. These catalogues are comparable in quality and content to those in the Blue Ridge Consortium. The savings from joint purchasing are about equal to the cost of transporting students. The consortium raises funds for cooperative activities, though is sensitive to the dangers of competing with individual institutions for funds from certain sources, and has been successful in avoiding any embarrassments in this area.

As at Five Colleges, the Worcester Consortium has discovered that although certain economies are made possible, a consortium is <u>not</u> a device for exonomizing. It is, rather, a device permitting new opportunities in education which single institutions could not normally afford, and thus the means of preventing a decline in quality of education and a decline in enrollment.

Areas of Most Conspicuous Success

Joint projects, whatever their nature, which bring mixtures of students, faculty, administrative officers and disciplines together are what really make the consortium work. The effort which went into uniting the libraries and preparing a union list was such a project. One of the most successful academic projects, creating good inter-college and interdisciplinary relations, has been the environmental studies program. This recently established program, though multidisciplinary, has had a unifying effect within the consortium, and since it poses no threats to existing courses or faculty has served as a shining example of the potentials inherent in cooperation.

Several programs such as Black Studies, Environmental Studies, Health Management, and Biomedical Engineering have already been referred to. The possibilities for special studies and projects, field work, student internships, etc. are multiplied many times at Worcester because of the association of the consortium proper with its affiliates: the American Antiquarian Society, Craft Center, Old Sturbridge Village, University of Massachusetts Medical School, Worcester Art Museum, Worcester Foundation for Experimental Biology, Worcester Historical Society, and Worcester Science Center. Through the network provided within the entire consortium, along with ties to various city, civic and industrial activities such projects as the following have been established: Training Center in Community Schools, Continuing Education, Hispanic Aid, Model Cities, performing in symphony orchestra band and choral groups, public relations education panel with radio and TV appearances, the consortium's radio station, Urban Development and Computation Center.

Areas Where Cooperation is Difficult or Impractical

Worcester's situation in this regard is much like that at Five Colleges. In many areas, particularly those concerned with administrative functions, each institution operates autonomously unless an opportunity for cooperation arises.

Pitfalls in Cooperation

Again, as at Five Colleges, Worcester has found that its difficulties result from failures in communication, and from occasional negative reactions of some personnel to changes advocated by the consortium.

Projections for the Future

The director plans to move his office from the administration building at WPI to some neutral location where he will be identified only with the consortium, not with one member of the consortium.

Youth, size and complexity combine to present the Worcester Consortium and its affiliates with a bewildering array of opportunities for future development. Its choices will be consistent with its broad goal of improving the quality of education for all participants; they will undoubtedly include more inter-college and interdisciplinary studies and field projects, some of which will be relevant to problems within the city of Worcester. Otherwise, Worcester's plans for the future are comparable to those at Five Colleges.

CONCLUSIONS

Establishment of a successful consortium for the enrichment of undergraduate programs brings rewards which more than compensate for difficulties involved in the process.

A consortium must have a clear purpose which reflects academic and financial direction and decision-making, recognizing the interests of all members, singly and collectively (see Exhibit 12, pages 38-40).

The degree or kind of cooperation varies with the capabilities, strengths and weaknesses of the institutions, departments and individuals involved. One situation, for instance, may require an inter-college department, another the rotation of faculty, still another the exchange of students.

Cooperative efforts may (1) improve the educational opportunities, (2) effect economies, or (3) do both. Examples of the first are interdisciplinary studies (e.g., Environmental Studies, Women's Studies, (see Exhibit 13, page 41) made possible by pooling the expertise from member institutions; of the second, joint purchasing; of the third, sharing of library resources and cultural programs.

(text continues page 42)

Exhibit 12a

ORGANIZATION/MANAGEMENT

FIVE COLLEGES INC.	WORCESTER CONSORTIUM FOR HIGHER EDUCATION	BLUE RIDGE CONSORTIUM
	STRUCTURE	
Incorporated, non-profit section 301 C-3, Board of Trustees made up of presidents & Coordinator	Incorporated, non-profit section 301 C-3, Board of Directors made up of presidents, and Director, ex officio	Informal ad hoc arrangement
	MANAGEMENT	
Coordinator of Five Colleges, Inc., full-time position; reports to Board of Trustees of Five Colleges, Inc.	Executive Director of Worcester Consortium for Higher Education, full-time, reports to Board of Directors of WCHE	Coordinator-Secretary, part-time, reports to 3 presidents and Inter-College Planning Committee Chairman; Director of Educational Computer Center, full-time, reports to Coordinating Committee with one representative for each president plus one faculty representative
	ADMINISTRATIVE PROCEDURES	
Presidents and Coordinator meet monthly on policy matters; their deputies meet 2 times each month for action on operating matters; Academic Policy Advisory Council is channel for discussion of academic matters	Presidents and Director meet regularly Library Committee & inter-college library directors meet regularly	Presidents meet for major policy decisions; ICPC, composed of representatives of principal administrative offices and faculty, meets 8-10 times a year in advisory role
	FINANCING	
Supported by contribution from member institutions in cash and support services	Supported by contribution from member institutions; 4-year institutions pay on one basis, 2-year institutions pay less; additional share of contribution based on enrollment	No specific budget allocation; minor expenses divided among the colleges; Educational Computer Center supported by equal contributions from each college

Exhibit 12b

FACILITATING & SUPPORTING ACTIVITIES

FIVE COLLEGES INC,	WORCESTER CONSORTIUM FOR HIGHER EDUCATION	BLUE RIDGE CONSORTIUM
CROSS-REGISTRATION		
No fees	No fees	No fees
	Permission	
Classes open to all students if offering significantly different from that at home institution. Advisor/faculty concerned/ dean of studies must be consulted and approval form signed by academic advisor & dean, submitted to registrar	Classes open to all students if offering not available or in schedule conflict at home institution. Approval of dean and academic advisor; registration form to registrar	Classes open to all students if offering not available or in schedule conflict at home institution. Approval of academic advisor or dean of home institution, dean and instructor in exchange institution
	Information	
Cross-registration encouraged and opportunities well publicized	Cross-registration encouraged and opportunities well publicized	Cross-registration opportunities <u>not</u> publicized -- up to individual faculty member to encourage
TRANSPORTATION		
Hourly bus service No charge Maximum lapse time 3 hrs	Class schedule met by regular shuttle bus; no charge; maximum lapse time 1:40	No transportation provided Maximum lapse time 3 hrs
COMPUTER		
Private colleges have terminals into U.Mass. Res.Comp. U.Mass and Smith have independent administrative computers; other 3 colleges share administrative computer center	WPI operates 3rd generation computer with on-line terminals on member campuses; service good	Educational Computer Center operates administrative and on-line campus terminal system; service good
JOINT PURCHASING		
Developing system	Centralized purchasing for all member institutions	Under discussion; plans underway for specific areas, e.g. food

Exhibit 12c

FACILITATING & SUPPORTING ACTIVITIES

FIVE COLLEGES, INC.	WORCESTER CONSORTIUM FOR HIGHER EDUCATION	BLUE RIDGE CONSORTIUM
LIBRARY		
Inter-library exchange daily; specialization in collections; coordinated, central repository, well-publicized; joint purchasing	Inter-college exchange daily; specialization in collections; coordinated, well-publicized; joint purchasing; no central repository	Inter-college exchange daily; more extensive cooperation being developed; structure established for coordinating collection specialization
ADMISSIONS		
Extensive use of Five Colleges, Inc. opportunities in recruiting -- each college follows through with its own recruiting procedure	Consortium opportunities detailed in flyers; used for present students and recruiting	No use of inter-college possibilities made in recruiting except availability of computer center
PUBLIC RELATIONS/ PUBLICATIONS		
All publications include Five Colleges, Inc. information; special publications available on all facets of program; Five Colleges information booklet, maps	Special publications available on all facets of the program	No publications
DEVELOPMENT		
No formal common fund-seeking operation. Grants totalling over $1 million have been attracted for Five College programs. A procedure is established to enable the Coordinator to seek funds directly	Successful cooperative effort in library program funding and other areas of common interest; value of WCHE cited in individual funding requests; consortium does fund raising for the consortium projects	Successful cooperative effort in computer funding, continuing education funding, & library cooperative development; cooperative efforts pending for media equipment & training & library program; cooperative effort in all government funding & legislative liaison
GRANT ADMINISTRATION		
Grants may be received by a given institution on behalf of the corporation or by Five Colleges, Inc. Expenditures in either case are recommended by the Coordinator and in some cases approved by the Directors	Director of consortium through accounts of a member institution; procedures are uniform since consortium manages its own grants	Project Director/Coordinator of Govt.Relations/& Treasurer of 1 institution serving in turn as fiscal agent; standard procedures for compensation, copyright, travel, etc., being developed

Exhibit 13

ACADEMIC PROGRAM

Programs and courses made available or strengthened through inter-college cooperation:

Five Colleges Inc.
- Anthropology
- Art History
- Asian Studies
- Astronomy
- Black Studies
- Classical-Near Eastern and Judaic Studies
- Environmental Studies
- History
- Latin American Studies
- Philosophy
- Renaissance Studies
- Slavic Studies
- Urban Studies
- Western European Studies
- Women's Studies

Worcester Consortium for Higher Education
- Basic Acting
- City Planning
- Computer Technology
- History of Film
- Independent African States
- Music in Secondary Schools
- Nuclear Technology
- Oceanography
- Russian
- Social Casework
- Urban Geography

Blue Ridge Consortium
- Computer Usage
- Asian Studies
- Senior Seminar in Psychology
- Selected language courses

Many cooperative academic efforts (e.g., establishing complementarity through elimination of duplication and development of different specialties in member institutions) may meet resistance because of threats to jobs, security, prestige, etc.

An array of interdisciplinary studies is perhaps the most valuable educational benefit to be derived from cooperation since such an array would be beyond the competence of the single institution, and this adds an exciting, new dimension to curricular offerings. Such studies, furthermore, can usually be established without resistance noted above, since by calling on existing talents from several campuses they create a minimum of intra-departmental disturbance.

(Small, liberal arts colleges may have an important role to play in what it is fair to call new frontiers in scholarship, that is, the relatively unexplored areas between disciplines. The small college has relatively more generalists on its faculty than the university, and its specialists are largely free of some of the severest pressures felt by their counterparts on university campuses. Faculty on small campuses can explore the new areas confident that their pursuits are consistent with the philosophy of the liberal arts, and that their institutional and professional status will not be jeopardized.)

The most serious problems in a developing consortium arise from resistance to change. Solution of these problems at Five Colleges Inc. and Worcester Consortium for Higher Education have depended on a variety of factors, some stemming from the organization, some from skills of personnel:

1) Trustees understand the need and purpose of the consortium, approve of its goals and commit financial support for its operation.

2) Presidents are members of a "super board" whose function is to direct the consortium and make decisions on all major issues.

3) Special committees composed of people speaking for the academic and financial interests of the colleges work out plans for day-to-day business.

4) Opportunities for professional development of the faculty are provided through seminars and colloquia.

5) Publicity and promotional material are prepared and widely distributed to applicants, students and to all others interested in the consortium.

6) Students are involved in planning.

7) The directors and others involved in planning and direction exhibit great imagination and skills in human relations in situations where resistance threatens the realization of desired changes; their contribution in this delicate area

are evident in the examples of "third ways" and compensatory programs which have themselves become valuable additions to the cooperative offerings.

The primary goal in forming a consortium should be improvement in quality of education. Secondary goals may include cost-effectiveness, economy and financial benefits. A positive feedback operates between the two goals in that educational improvements attract and hold students, insuring the tuition fees which help to maintain the consortium.

Appendix A

SOURCES OF INFORMATION ON CONSORTIA

1. Academy for Educational Development, Inc., "Putting Cooperation to Work." A survey of how voluntary cooperation is helping colleges and universities. Available from Management Division of Academy for Academic Development, 1424 Sixteenth Street, N.W., Washington, D.C. 20036.

2. College Research Center, "Center Notes on Institutional Research," Educational Testing Center, Princeton, N.J. 08540.

3. Five Colleges, Inc., "Five College Cooperation: Directions for the Future," report of the Five Colleges long range planning commission. Mr. North Burn, Box 740, Amherst, Massachusetts 01002.

4. Kansas City Regional Council, "A Directory of Voluntary Academic Cooperative Arrangements in Higher Education."

5. Patterson, Lewis D., "Consortia in American Higher Education," describes various types of organizations and has an annotated bibliography on the subject of cooperation in higher education. ERIC Clearing House on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036.

6. Patterson, Lewis D., "The Potential of Consortia," available from University Center in Virginia, Inc., Jefferson Hotel, Richmond, Virginia 23220.

APPENDIX B
Publications and Forms

Five College Information

Worcester Consortium for Higher Education

Anna Maria · Assumption · Becker Junior · Clark · Holy Cross · Leicester Junior · Quinsigamond Community
University of Massachusetts Medical School · Worcester Junior · Worcester Polytechnic Institute · Worcester State

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Amherst, Hampshire, Mount Holyoke, Smith and the University of Massachusetts.

Prepared by the Five C...
Student Coordinatin...
Booklet Staff:
Richard Lipton
Leslie Handl...
Sterling La...
Twiggy I...

TEN FOR ONE

Admission to one Consortium college enables students to study and participate in activities at nine others. The student's home college plus nine, equals ten. The ten institutions are:

Anna Maria College
Assumption College
Becker Junior College
Clark University
College of the Holy Cross
Leicester Junior College
Quinsigamond Community College
Worcester Junior College
Worcester Polytechnic Institute
Worcester State College

Purpose of the Consortium

To increase the variety and range of educational offerings through cross registration and joint appointments of faculty
To expand community service and continuing education in the Worcester community.
To work cooperatively on programs that ...oney.

Worcester Consortium for Higher Education Inc.

News

Women at ...ve Colleges

MANAGEMENT OF HEALTH ENTERPRISES OPTI...

...nvironmental System Study Progra...

...cester Polytechnic Institute

BLACK STUDIES
1972-1973

AMHERST, HAMPSHIRE, MOUNT HO...
AND SMITH COLLEGES
AND THE
UNIVERSITY OF MASSACHUSETT...

CLASSICAL, NEAR EASTERN, AND JUDAIC STUDIES
1972-1973

AMHERST, HAMPSHIRE, MOUNT HOLYOKE,
AND SMITH COLLEGES,
AND THE
UNIVERSITY OF MASSACHUSETTS

...l faculty and courses was prepared in the spring of 19... ...awall Department of Classics, University of Massachusetts ...d to inform students of the offerings available in the fields of ...stern, and Judaic Studies. Not all courses are taught each ...ent is always advised to consult the department concerned. ...

...r class meeting times, consult the schedule material issued by the ...ollege. Fuller descriptions of courses will be found in the latest ... of the five colleges.

Please note that special registration procedures listed on the back of ... College Academic Schedule apply for courses outside a student's own ...

Through the efforts of the Latin American Studies Council and the coope... institutions, the first five college lectureship has been established--small step toward resolving Valley...

FIVE COLLEGE LECTURESHIP INAUGURATED

CLASSICAL, NEAR EASTERN, AND JUDAIC STUDIES

1972-1973

Appendix C

parts of typical flyer used to list courses in the five colleges

CLASSICAL STUDIES

FACULTY

Amherst College

Stewart Flory, Classics Department, Ph.D., Yale, 1970: Latin Literature.
George Kateb, Department of Political Science, Ph.D., Columbia, 1960: political theory.
William Kennick, Philosophy Department, Ph.D., Cornell, 1952: ancient philosophy, metaphysics.
Anne Lebeck, Classics Department, Ph.D., Columbia, 1963: Greek literature.
Peter Marshall, Classics Department, B.A., Oxford, 1956: Latin literature.
John Moore, Classics Department, M.A., Harvard, 1940: Greek literature.

Hampshire College

James Haden: ancient phil

Mount Holyoke College

Marleen Flory, Classics D
antiquity, Silver Age Lat
M. Philippa Forder, Classi
Latin literature and lang
Susan Fox, Classics Depar
Greek language and lite
Martha Leeb Hadzi, Art Dep
Dargan Jones, Classics and
Horace, Classical mythol
Betty Nye Quinn, Classics
history and historians,
John L. Teall, Department
George Tovey, Department
philosophy.

Smith College

Robert T. S. Baxter, Depa
Ph.D., Stanford, 1968: R
Louis Cohn-Haft, Departm
and Roman history, Gre
George E. Dimock, Jr., Dep
Ph.D., Yale, 1949: Greek
Karl Donfried, Department
Latin religious texts.
Charles Henderson, Jr., Dep
Ph.D., University of Nor
Murray J. Kiteley, Departm
Phyllis W. Lehmann, Dep
Litt.D., Mount Holyoke,
William MacDonald, Depa
Roman art and archaeol
Thalia A. Pandiri, Departme
Columbia, 1971: Greek

AC	Dramatic Arts 21s	Classical Drama	
MHC	English 386	The Sixteenth and Seventeenth Centuries	Mr. Bottkol
SC	Classics 231a	The Classical Tradition: Hero and Anti-Hero	
SC	Classics 231b	The Classical Tradition: Its Origins	Mr. Simpson
SC	English 340a	The Heroic and Pastoral Traditions	
SC	Latin 325a	Renaissance Latin	Mr. Skulsky
UM	Classics 105	Greek and Latin Elements in English	Mr. Goar
UM	Classics 200/500	The Humanities	Mr. Dyer
UM	Comparative Literature 204	Classics of European Literature	
UM	Comparative Literature 371/671	European Epic Poetry	Mr. Anderson
UM	English 362	Tragic Drama: Greek, Elizabethan and Modern	
UM	Speech 247/547	Theatre History I: The Classical, Medieval, and Renaissance Theatres	

DANCE

SC	Theatre and Speech 222a	History of Dance	

GREEK LANGUAGE AND LITERATURE

AC	Greek 1	Introduction to the Greek Language: Attic Greek	
AC	Greek 1s	Introduction to the Greek Language: Homeric Greek	
AC	Greek 11	The Iliad	
AC	Greek 12	Plato's Apology	
AC	Greek 15	Greek Tragedy	
AC	Greek 16	Readings from the Odyssey and from the Lyric Poets	
AC	Greek H21s	Greek Prose Composition and Style	
AC	Greek 41, 42	Advanced Readings in Greek Literature	
MHC	Greek L101-L102	Elementary Greek	Miss Fox
MHC	Greek 213f-214s	Biblical and Early Christian Literature	Mr. Berkey
MHC	Greek D221f	Greek Prose Authors: Orators, Plato, Lucian	Miss Forder
MHC	Greek D222s	Homer	Miss Fox

Appendix D

Registration form for cross registration

the last part of the form is a grade card

TO APPLY FOR A FIVE-COLLEGE INTERCHANGE COURSE

1) Study the interchange regulations on the back of the Five-College calendar received with this application. Retain the calendar and regulations for reference.

2) If you have questions about special Five-College courses, area programs, or other Five-College arrangements, consult your Registrar.

3) Students MUST obtain permission of the instructor before making out an application for enrollment in a course at another institution if permission is necessary for students of that institution. Consultation with the instructor is ADVISABLE in other cases as well.

4) Prepare a separate application form for each semester course.

5) Complete all of the information requested in block printing. Press firmly with ballpoint pen on a hard surface for clear copies. Check to insure that your fourth copy is legible.

6) Secure the necessary signatures following the procedure specified by your instructor.

7) Submit the entire application to your Registrar before the date announced.

8) After that date if you decide not to take the course, notify your Registrar at once. (In the event you are not accepted in a course which you requested, you will be notified.)

All Interchange Courses are semester courses. First semester grades in year courses will be recorded as final grades.

FIVE COLLEGE INTERCHANGE APPLICATION

Student's Last Name | First | Initial | Class

Student's College Mail Address or Box Number | Student No. (U.Mass.)

Social Security Number: | Student's Own Institution:

→ TYPE OR PRINT WITH BALL POINT PEN—PRESS HARD

In requesting permission to take this course a) I am aware that I must make arrangements to complete work missed due to calendar differences between institutions; b) I have consulted with the Instructor to determine admissability if the course is limited in enrollment; and c) I have read and understand the regulations governing the Interchange of Students.

Department | Course No. | Section | Credits

Descriptive Title of Course

Institution where course is taught:

Semester | Course Meeting Times:

Academic Year

FIVE COLLEGE INTERCHANGE APPLICATION

Student's Last Name | First | Initial | Class

Student's College Mail Address or Box Number | Student No. (U.Mass.)

Social Security Number: | Student's Own Institution:

TO THE REGISTRAR OF THE INSTITUTION WHERE COURSE IS TAUGHT:
The student indicated is planning to take the course listed. If he is not permitted to do so [illegible]

Department | Course No. | Section | Credits

Descriptive Title of Course

Institution where course is taught:

Semester | Course Meeting Times:

FIVE COLLEGE INTERCHANGE APPLICATION

Student's Last Name | First | Initial | Class

Student's College Mail Address or Box Number | Student No. (U.Mass.)

Social Security Number: | Student's Own Institution:

→ COURSE ADMISSION AUTHORIZATION

TO THE STUDENT: (1) Correct any inaccurate information on this form. (2) If you are not going to take this course, note this fact at lower right and return this to your Registrar immediately. (3) If you are taking this course, give this to your instructor as evidence of your registration. (4) If you have not already received one, you will need a Five College ID Card from your Registrar.

Signature of Student | Major | Date

Approval: Signature of Academic Advisor | Date

Approval: Signature of Dean/Provost | Date

Department | Course No. | Section | Credits

Descriptive Title of Course

Institution where course is taught:

Semester | Course Meeting Times:

Academic Year

Name of Course Instructor

TO THE INSTRUCTOR: This student has registered for the course as indicated. Retain this for identification unless course is dropped.

TO THE REGISTRAR: COURSE DROPPED

By | Date